

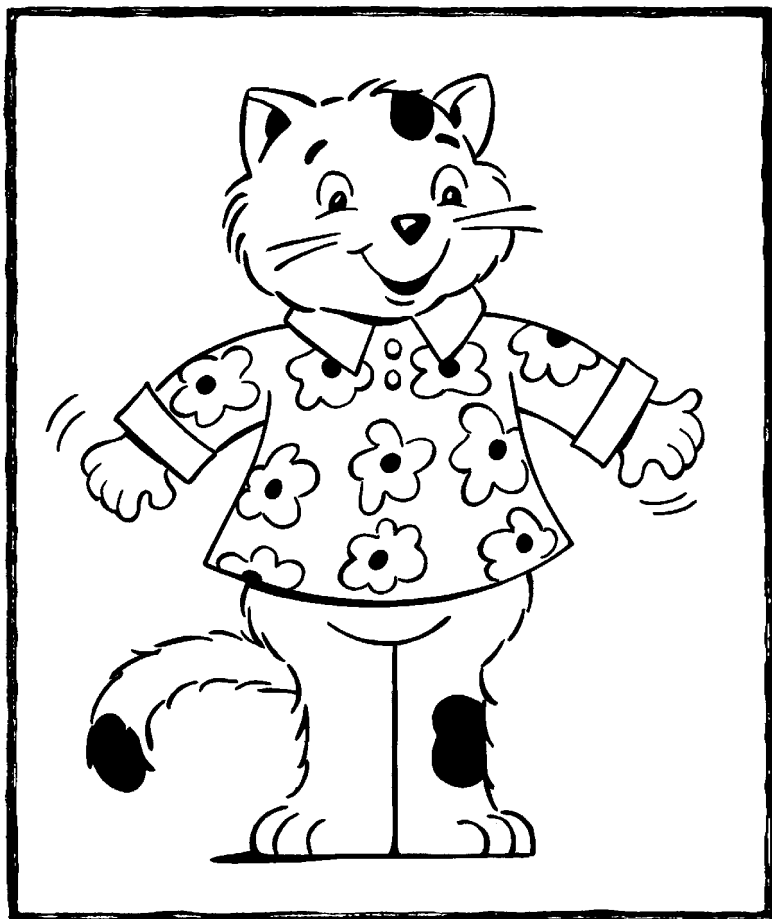
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Funny Cat

A Reading A-Z Level aa Benchmark Book

Word Count: 24




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BENCHMARK • aa

Funny Cat



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Funny Cat



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Funny Cat
Level aa Benchmark Book
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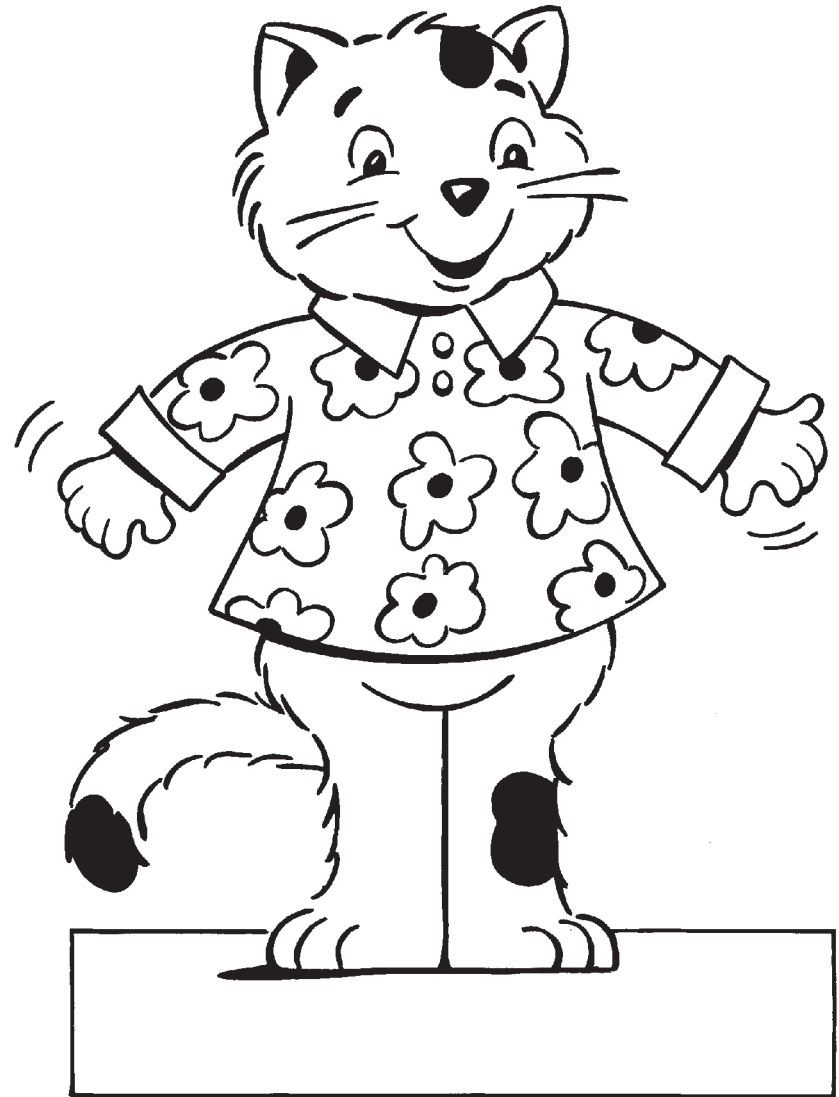
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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The funny hat.



The funny shirt.



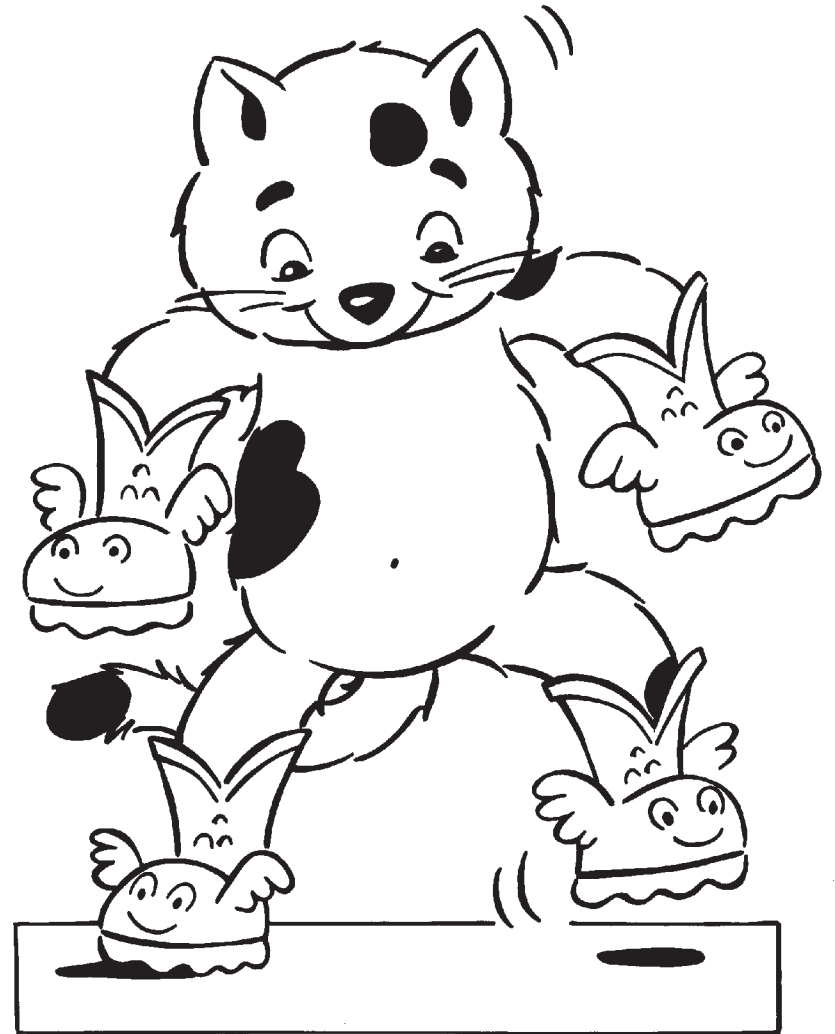
The funny bow.



The funny tie.



The funny pants.



The funny boots.



The funny glasses.



The funny cat.

Reading a-z Running Record

Level aa

Student's Name _____ Date _____

Funny Cat
24 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	The funny hat.												
4	The funny shirt.												
5	The funny bow.												
6	The funny tie.												
7	The funny pants.												
8	The funny boots.												
9	The funny glasses.												
10	The funny cat.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

The Zoo

A Reading A-Z Level aa Benchmark Book

Word Count: 16



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BENCHMARK • aa

The Zoo



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The Zoo

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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The lion.



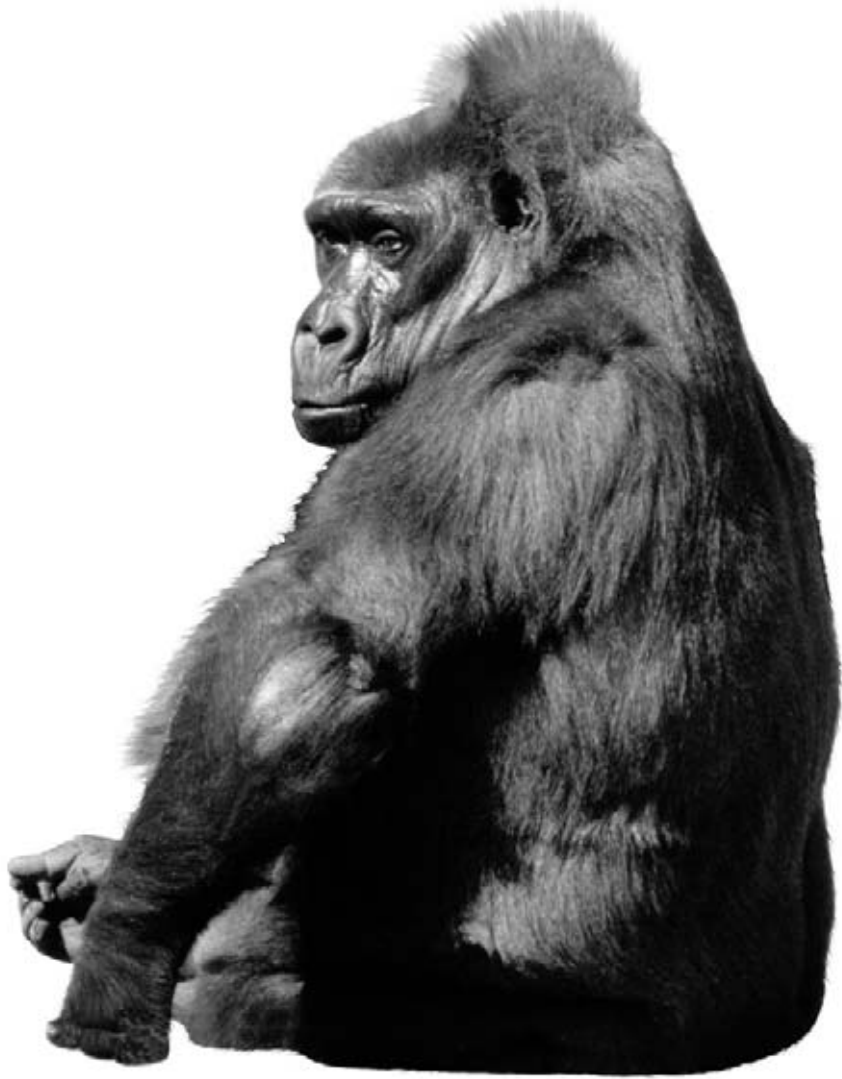
The tiger.



The bear.



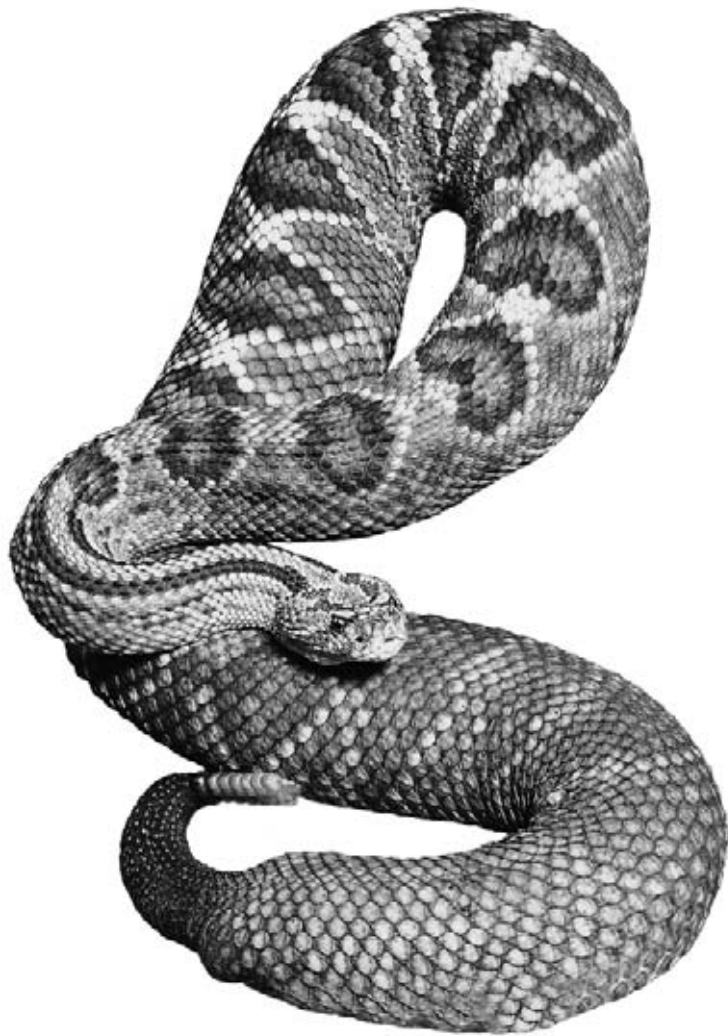
The wolf.



The ape.



The chimp.



The snake.



The zebra.

Reading a-z Running Record

Level aa

Student's Name _____ Date _____

The Zoo
16 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	The lion.												
4	The tiger.												
5	The bear.												
6	The wolf.												
7	The ape.												
8	The chimp.												
9	The snake.												
10	The zebra.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

Farm Animals

A Reading A-Z Level aa Leveled Reader

Word Count: 16

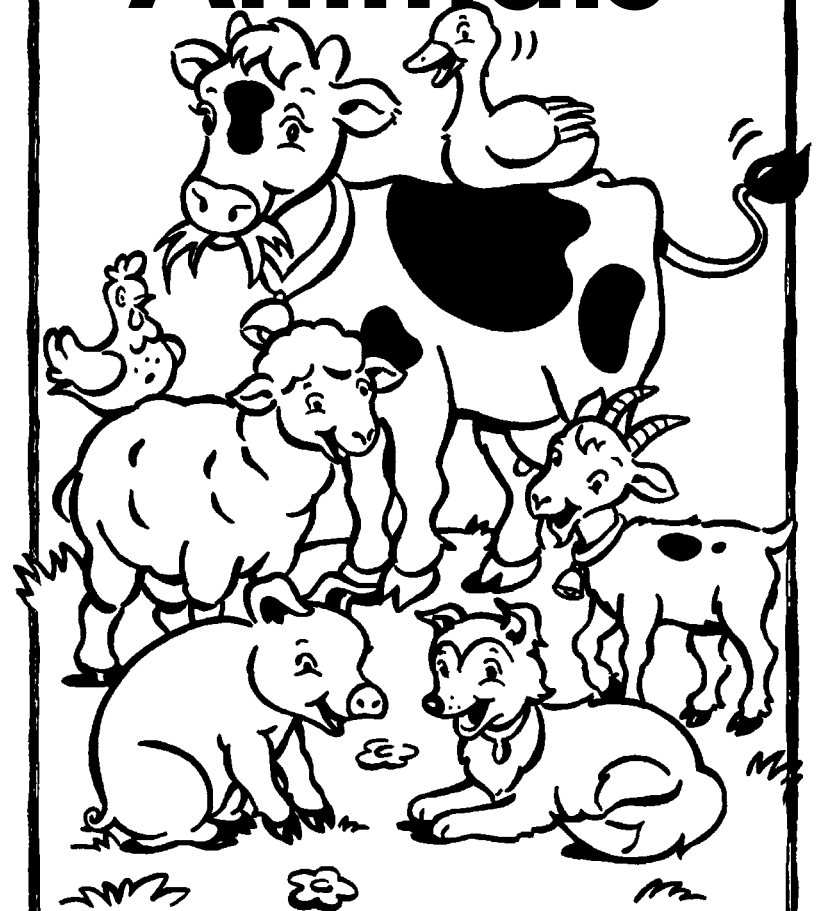


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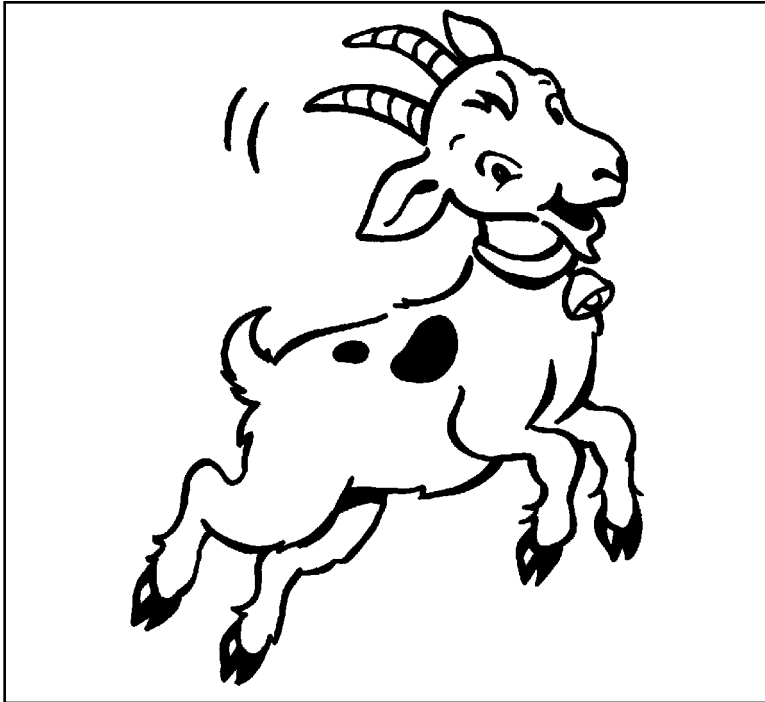
Farm Animals



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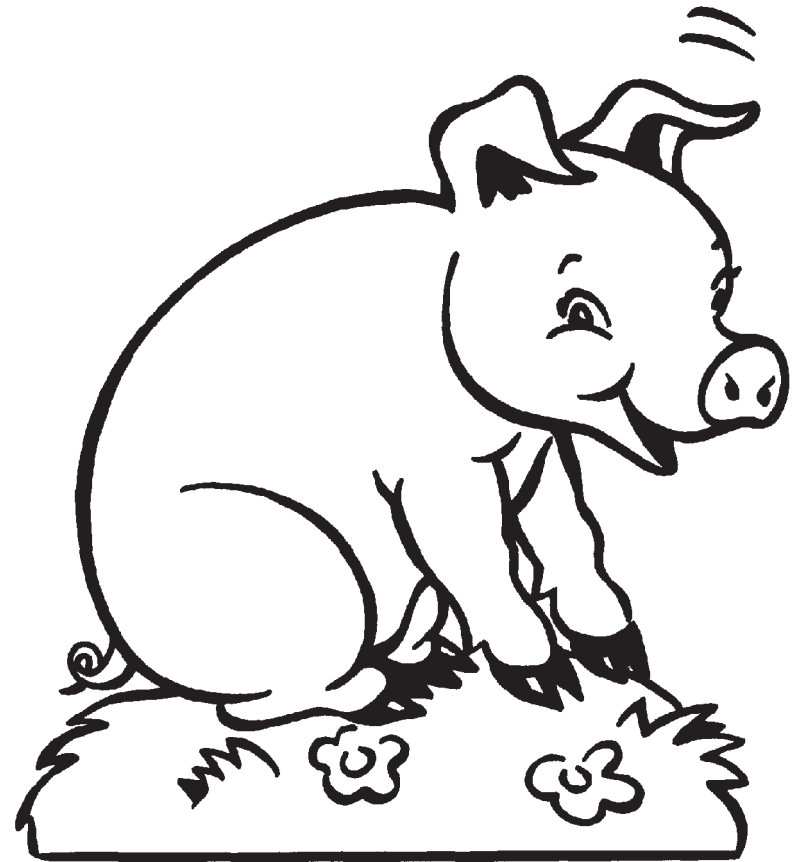
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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The dog.



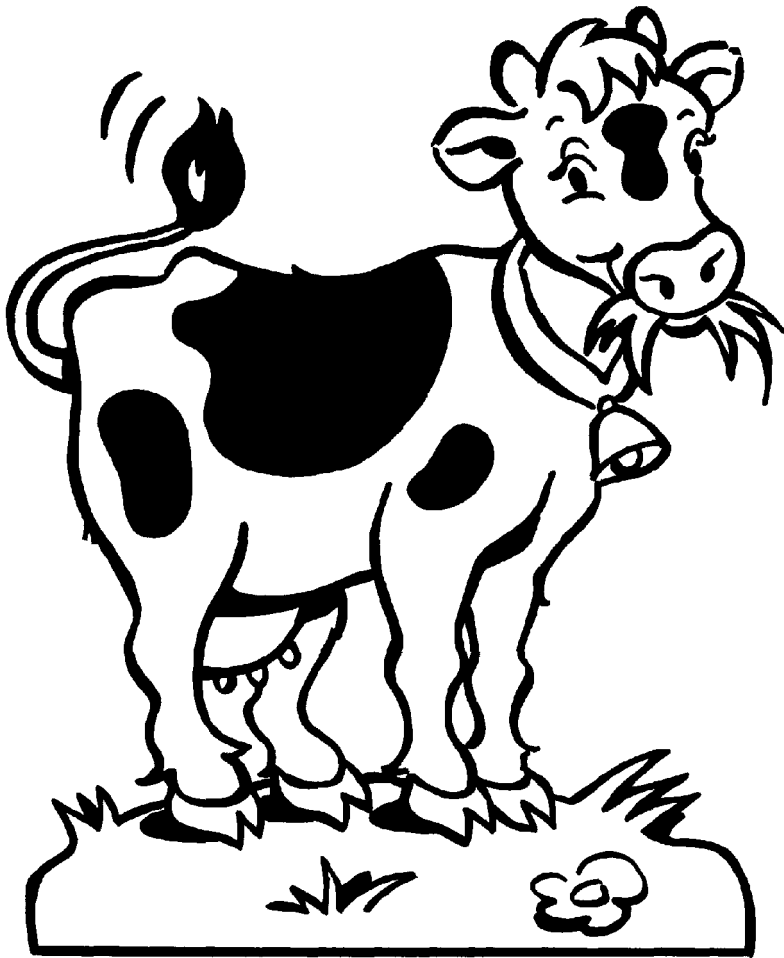
The pig.



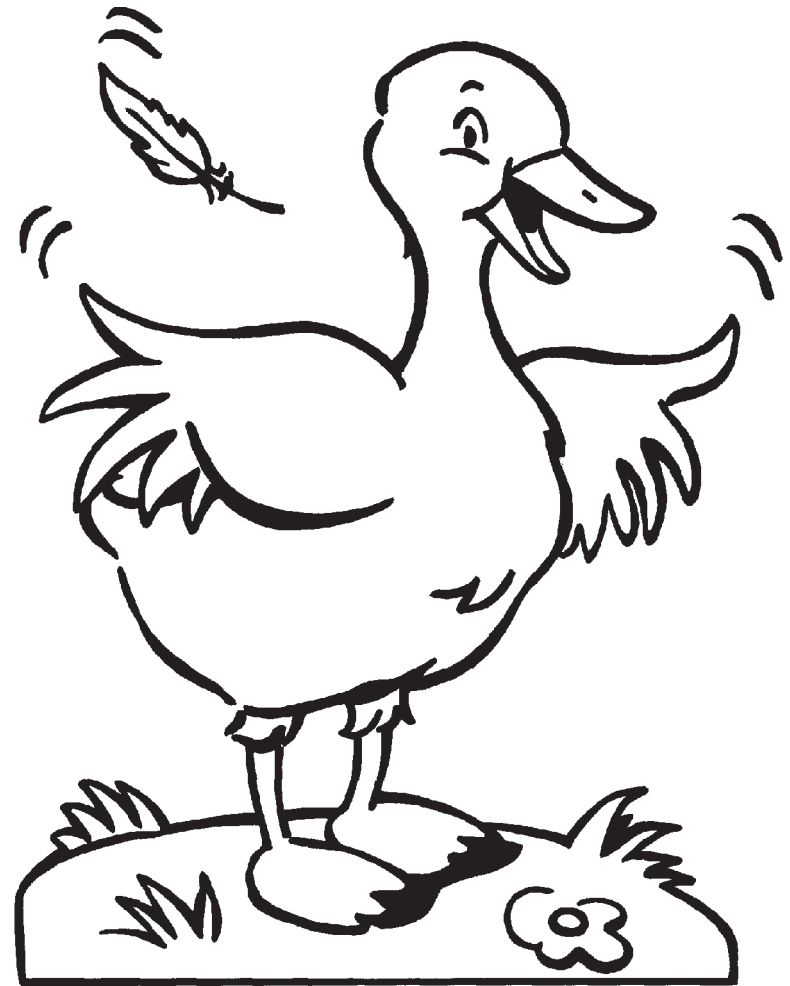
The chicken.



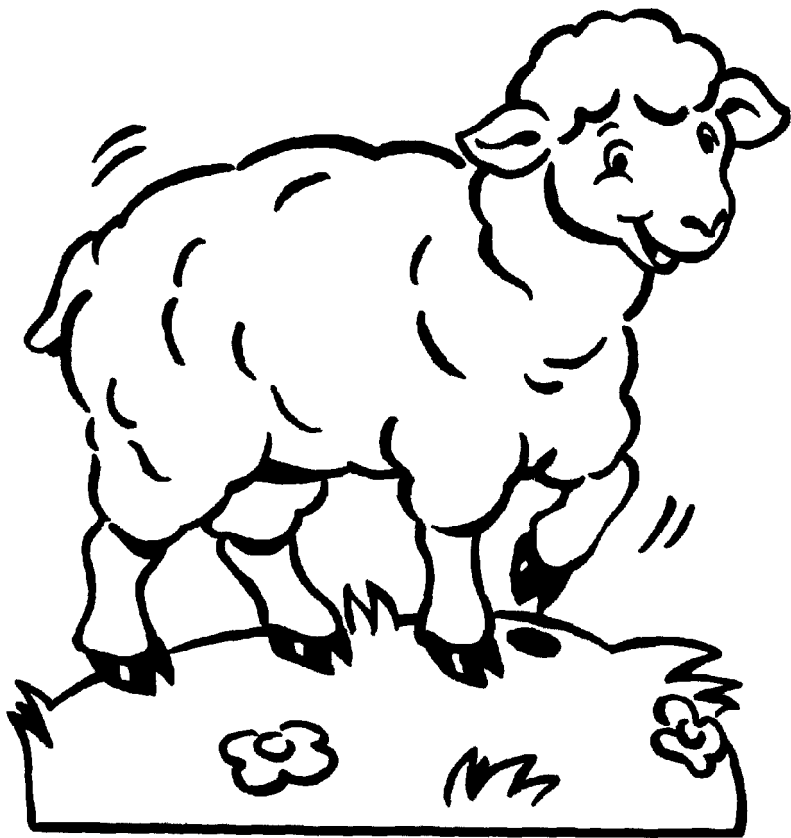
The goat.



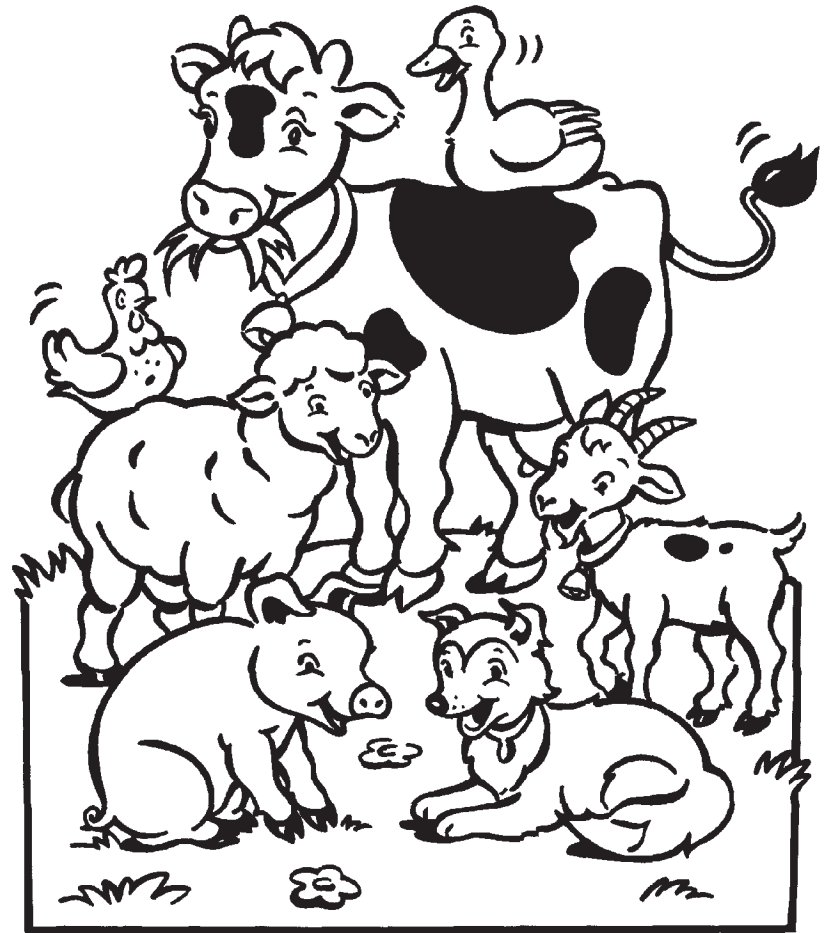
The cow.



The duck.

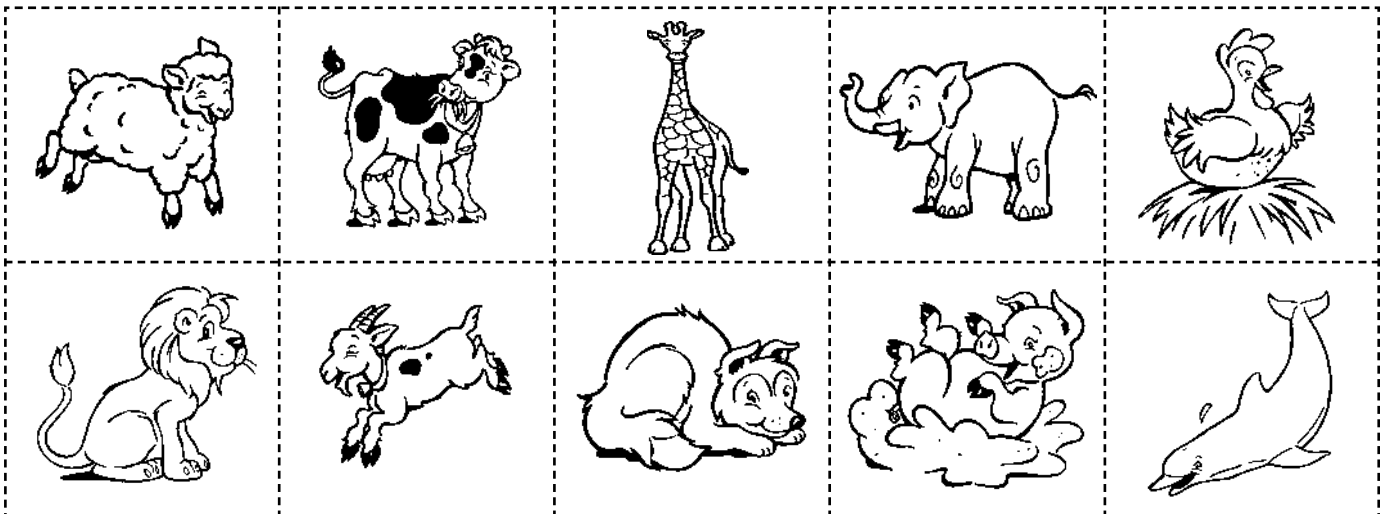


The sheep.



The animals.

Name _____



INSTRUCTIONS: Have students cut out the animals. Have them paste the animals that were in the story in the farmyard. When they are finished, have them color the picture.

Name _____

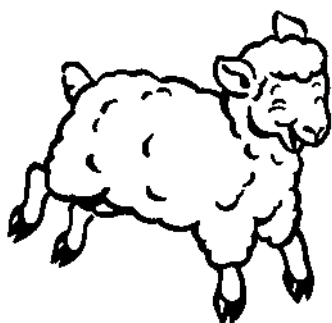
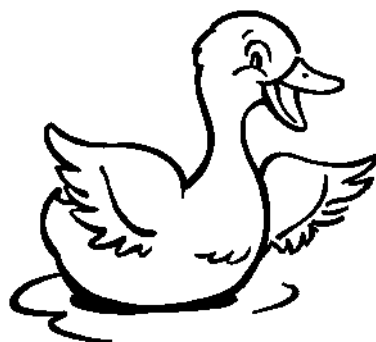
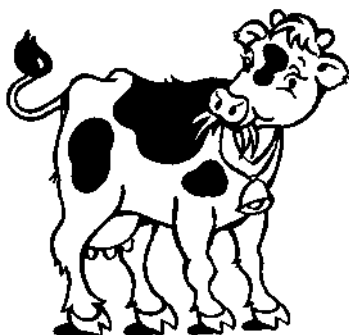
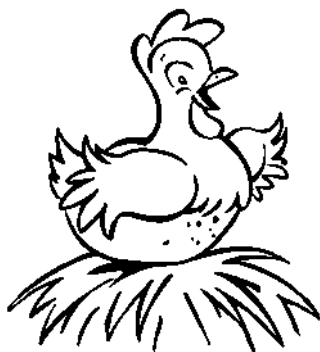
p	w	d
b	r	g
g	g	g
g	i	i
i	i	i

FARM ANIMALS • LEVEL aa • 2

SKILL: SHORT /i/

INSTRUCTIONS: Have students cut out the letter cards and make as many short /i/ vowel words as possible.

Name _____

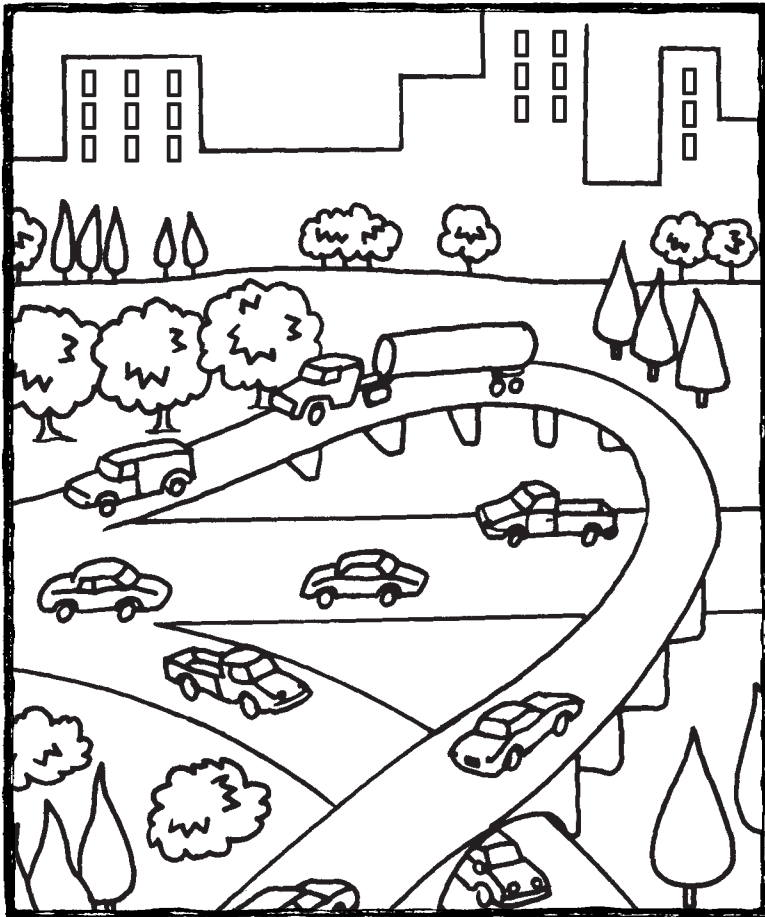


INSTRUCTIONS: Have students work with a partner to sort the pictures into groups. Have them explain how they sorted the pictures.

The City

A Reading A-Z Level aa Leveled Reader

Word Count: 17



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The City



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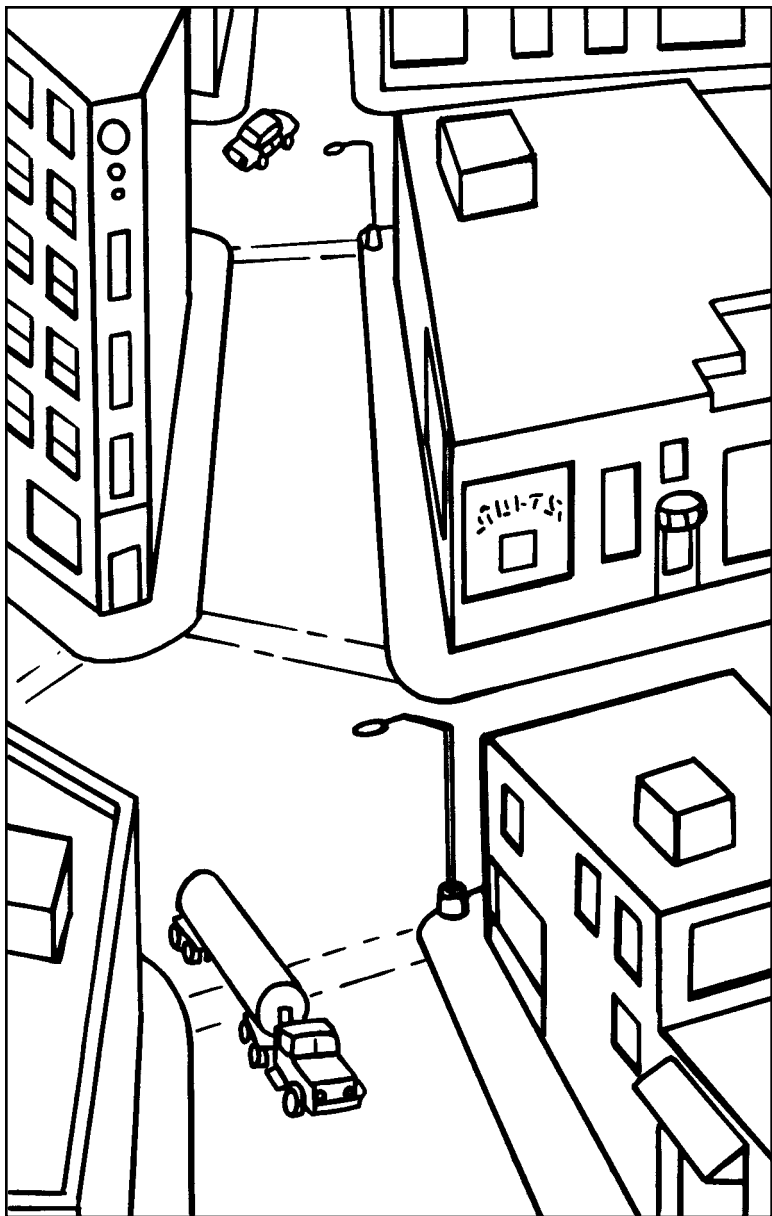
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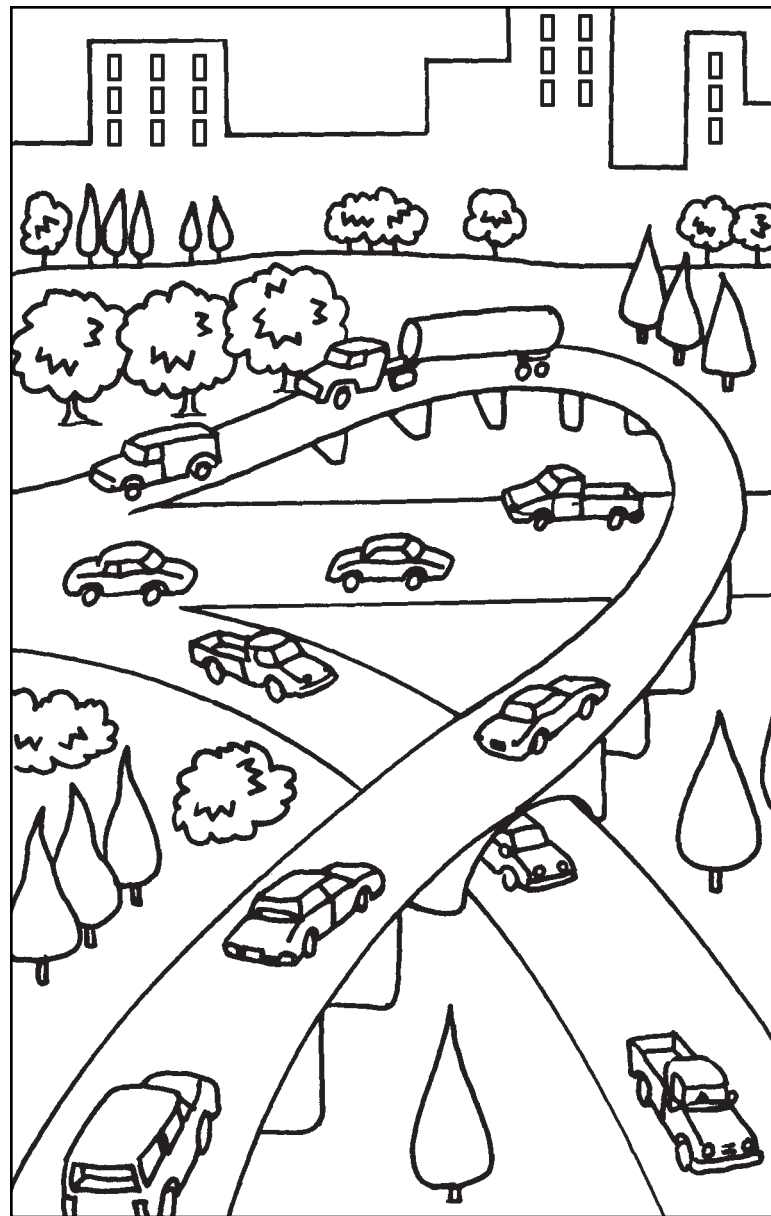
Correlation

LEVEL aa

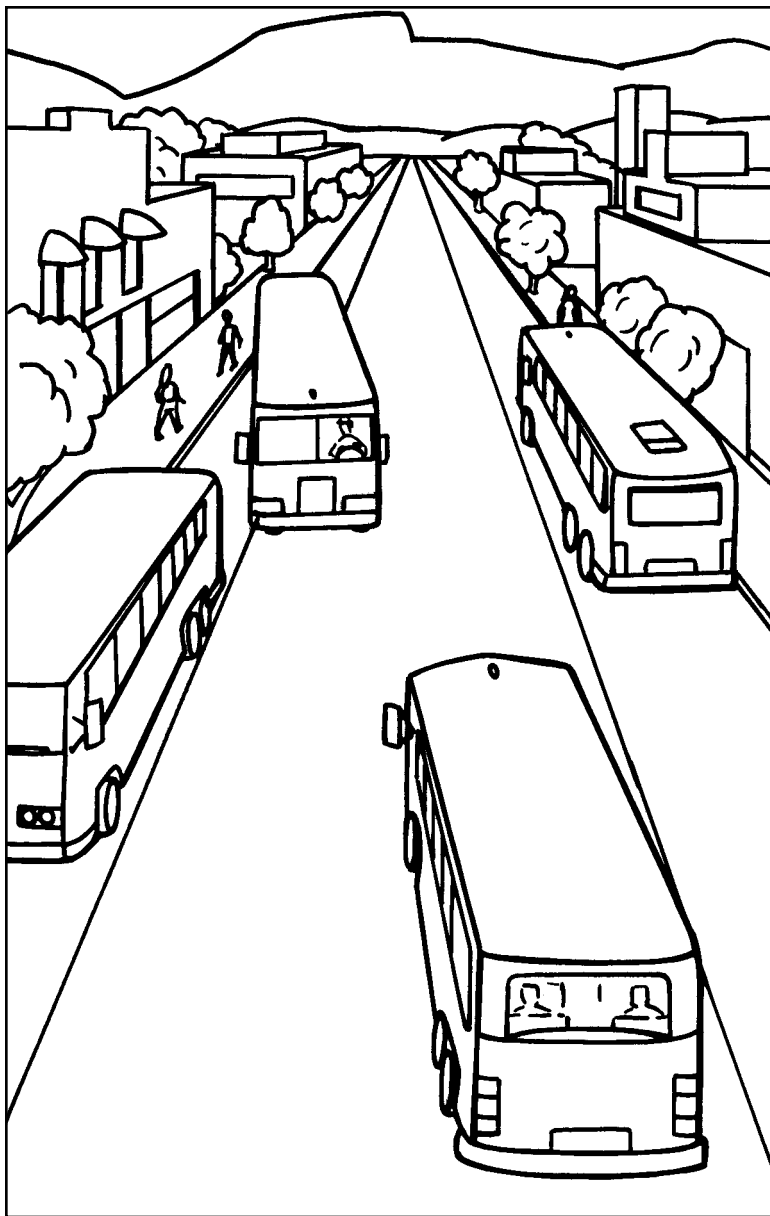
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The streets.



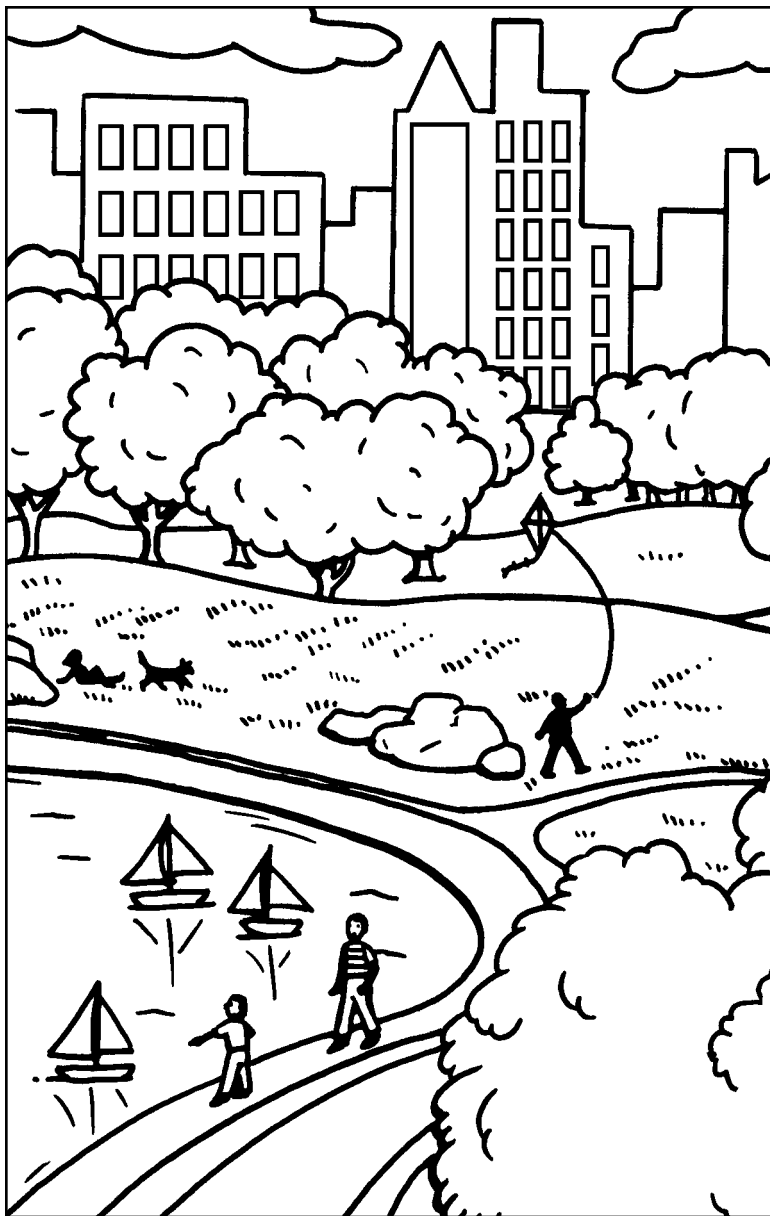
The cars.



The buses.



The stores.



The park.



The big buildings.



The people.



The noise.

Name _____

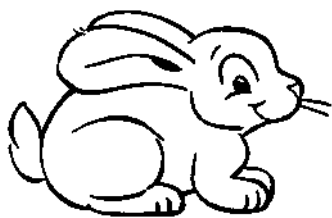
Main idea:

Details:

INSTRUCTIONS: Have students write the word *city* on the line next to *Main idea*. Then have them write or draw the things that can be found in the city.

Name _____

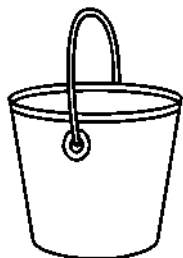
pan



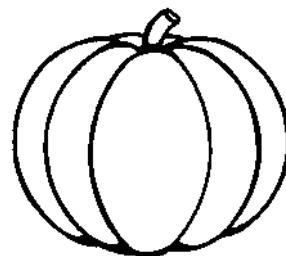


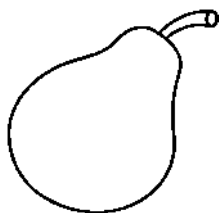


THE CITY • LEVEL aa • 2













SKILL: INITIAL CONSONANT Pp

INSTRUCTIONS: Have students write the letter *Pp* under the pictures that begin with the same sound as the word *pan*.

Go, Go, Go

A Reading A-Z Level aa Leveled Reader

Word Count: 24



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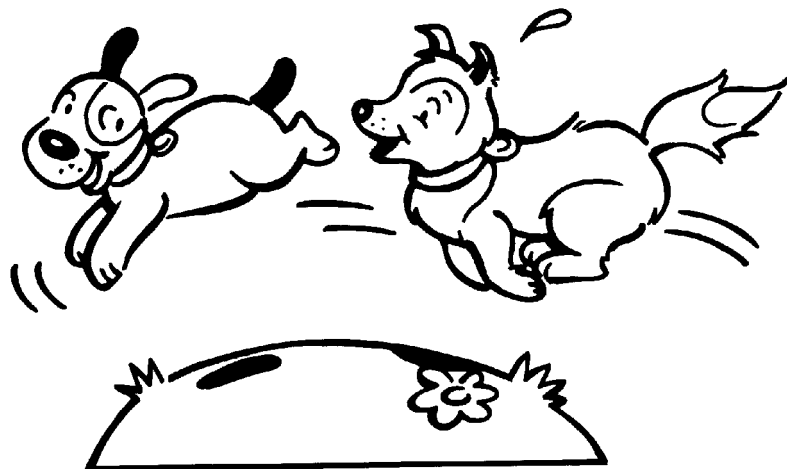
Go, Go, Go



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Go, Go, Go



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Illustrated by Nora Voutas

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Go, Go, Go
Level aa Leveled Reader
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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The dogs go.



The pigs go.



The birds go.



The cats go.



The goats go.



The cows go.



The ducks go.



The animals go.

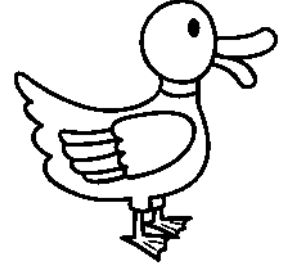
Name _____

Reality	Fantasy
	

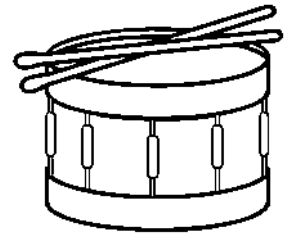
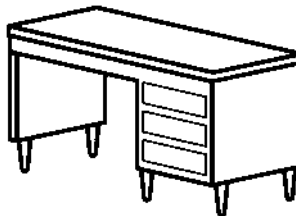
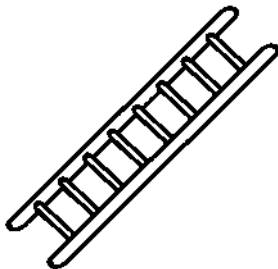
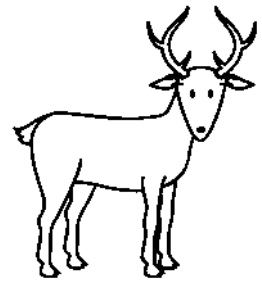
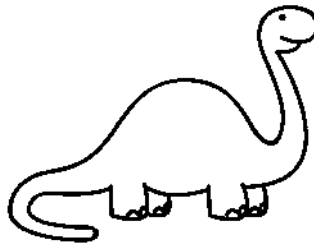
INSTRUCTIONS: Have students draw two things that are real in the column on the left and two things that are fantasy, or make-believe, in the column on the right.

Name _____

dig



GO, GO, GO • LEVEL aa • 2



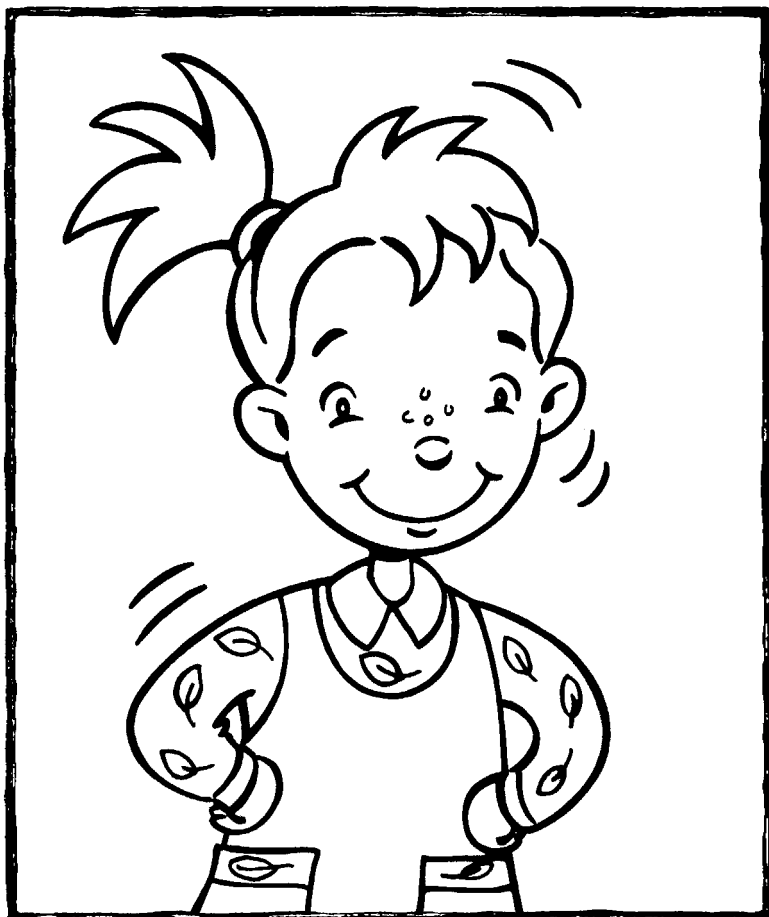
SKILL: INITIAL CONSONANT Dd

INSTRUCTIONS: Have students write the letter *Dd* under the pictures whose name begins with the same sound as the word *dig*.

My Family

A Reading A-Z Level aa Leveled Reader

Word Count: 17



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LEVELED READER • aa

My Family



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My Family



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My Family
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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



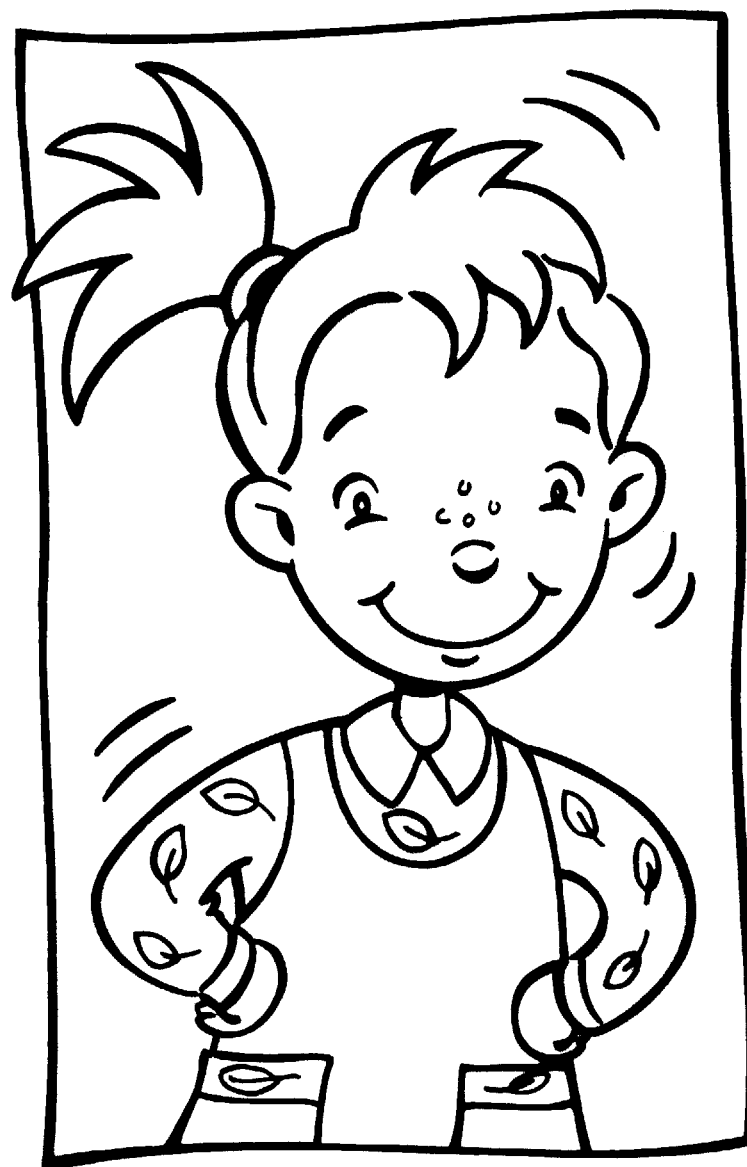
My mother.



My father.



My brother.



My sister.



My grandfather.



My grandmother.

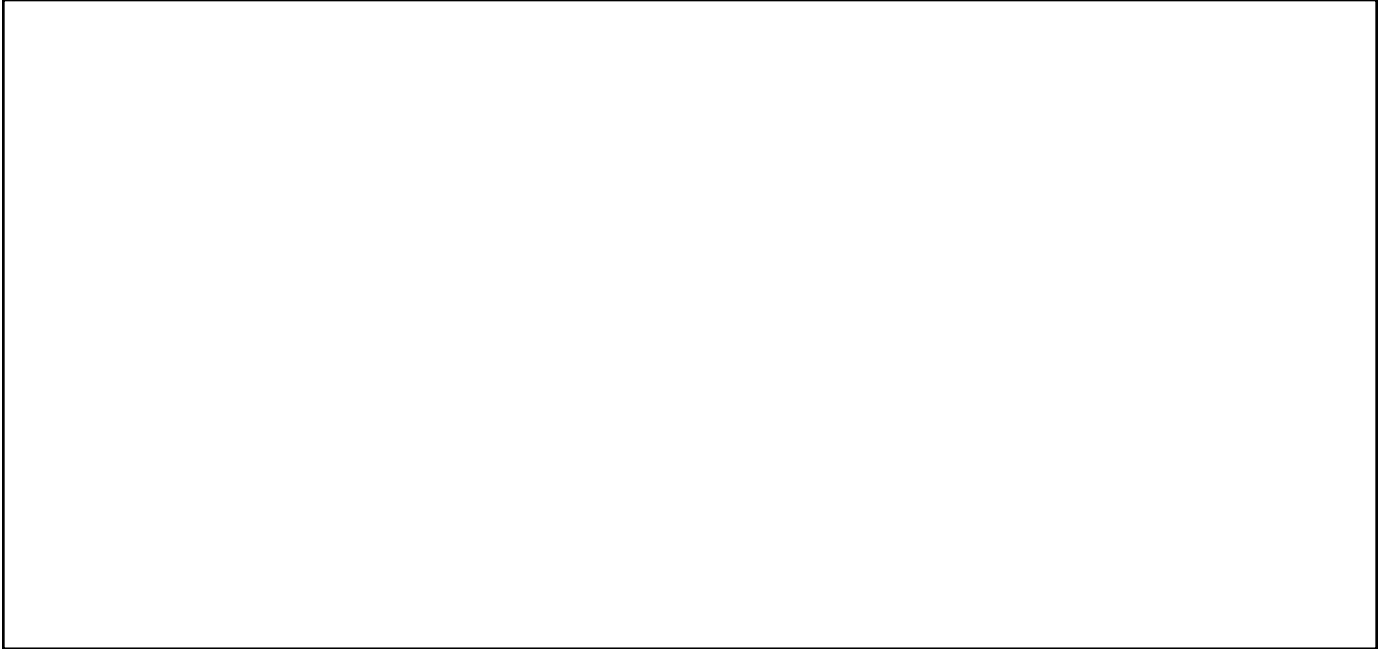


Me.

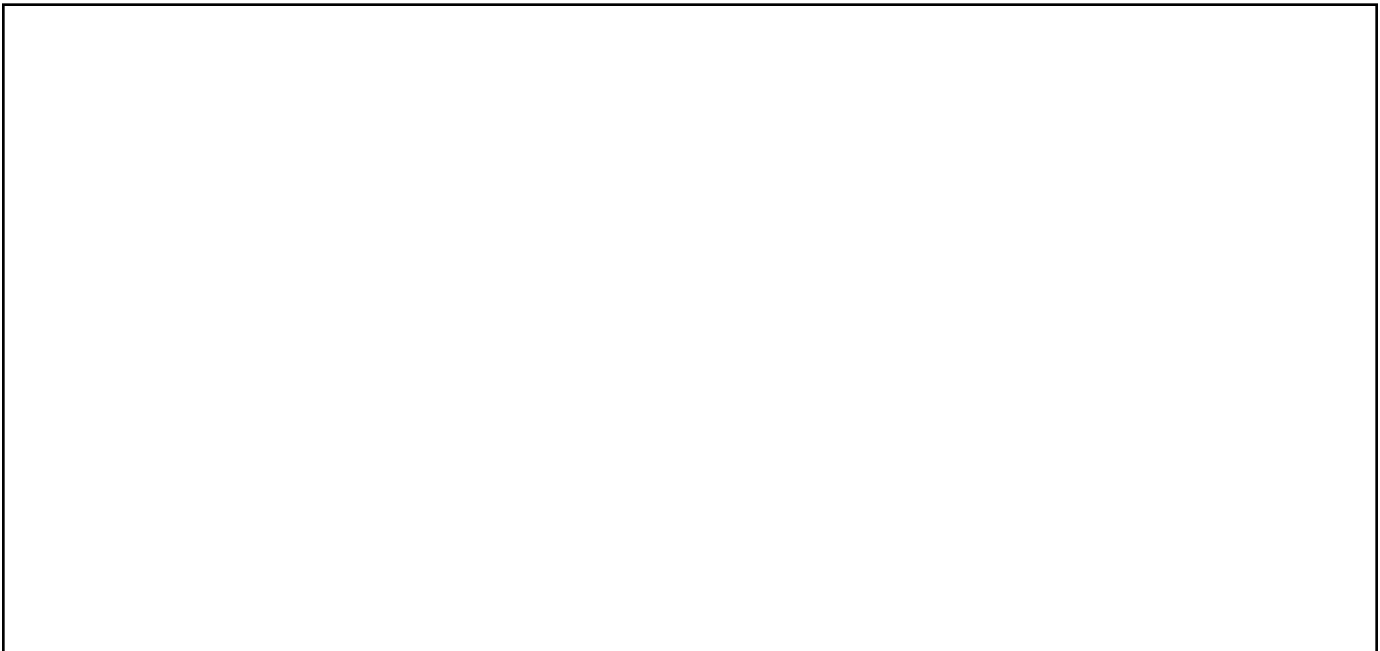


My family and me.

Name _____



Family in the Book



My Family

INSTRUCTIONS: Have students draw and label the people from the family in the book in the top box. Have them draw and label the people in their own family in the bottom box. Have them circle any family members that are the same in both families.

Name _____



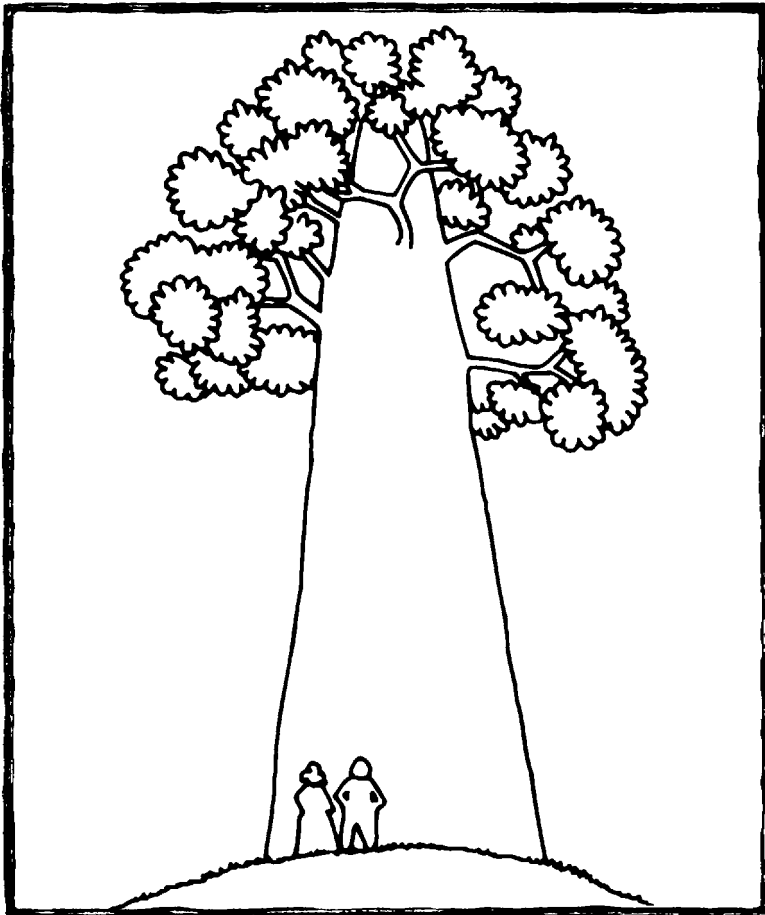
brother	mother	grandmother
grandfather	sister	father

INSTRUCTIONS: Have students cut out and paste the naming words, or nouns, under the correct picture. Have them use the book for reference as necessary.

Big

A Reading A-Z Level aa Leveled Reader

Word Count: 24

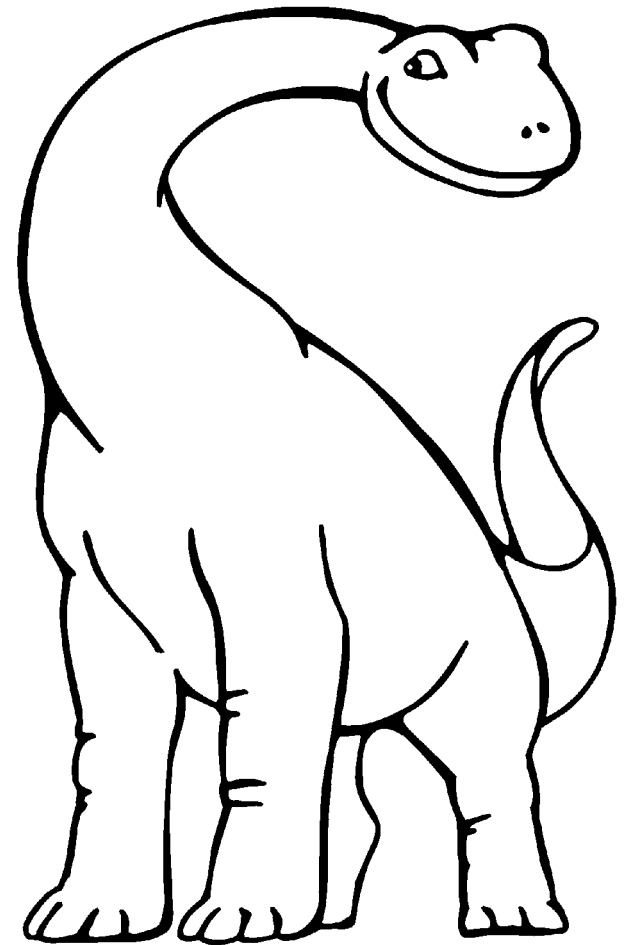


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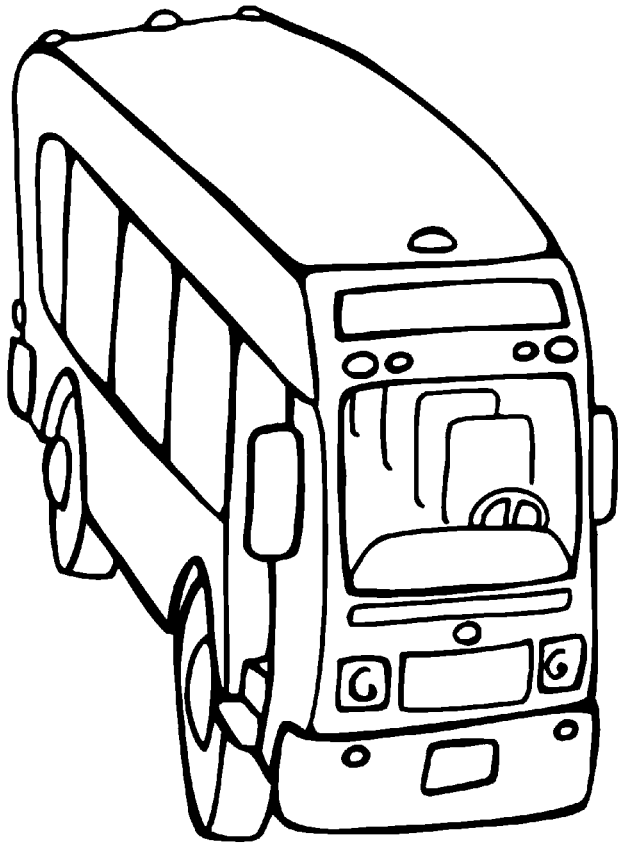
Big



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Big



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Big
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Correlation

LEVEL aa

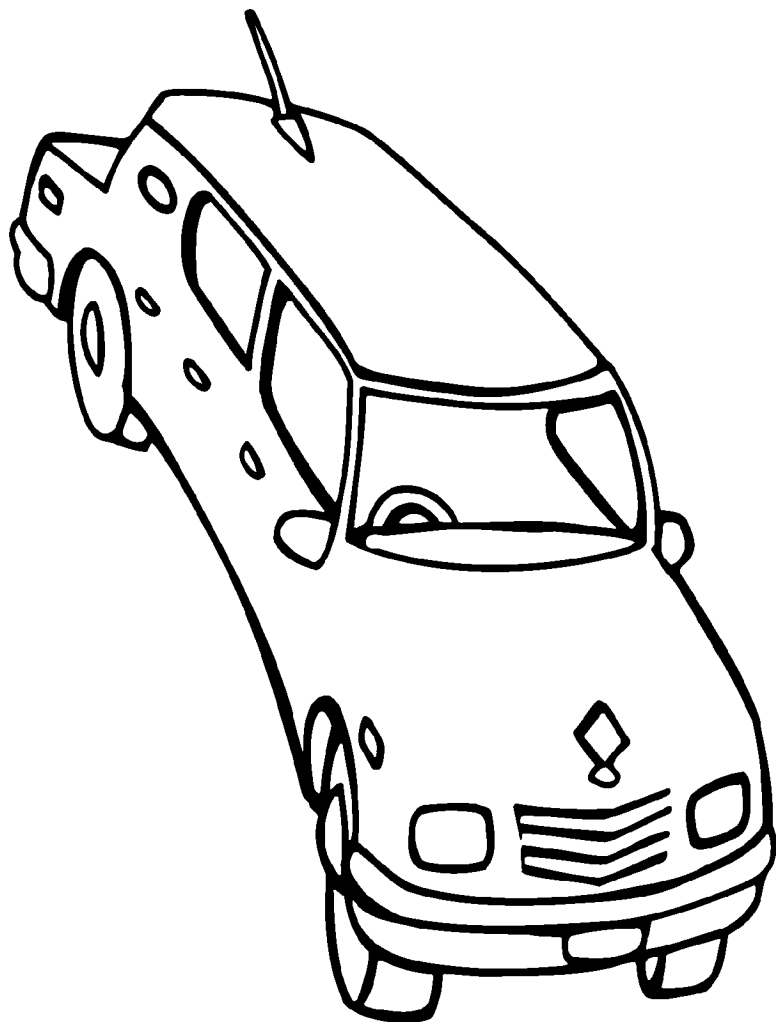
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



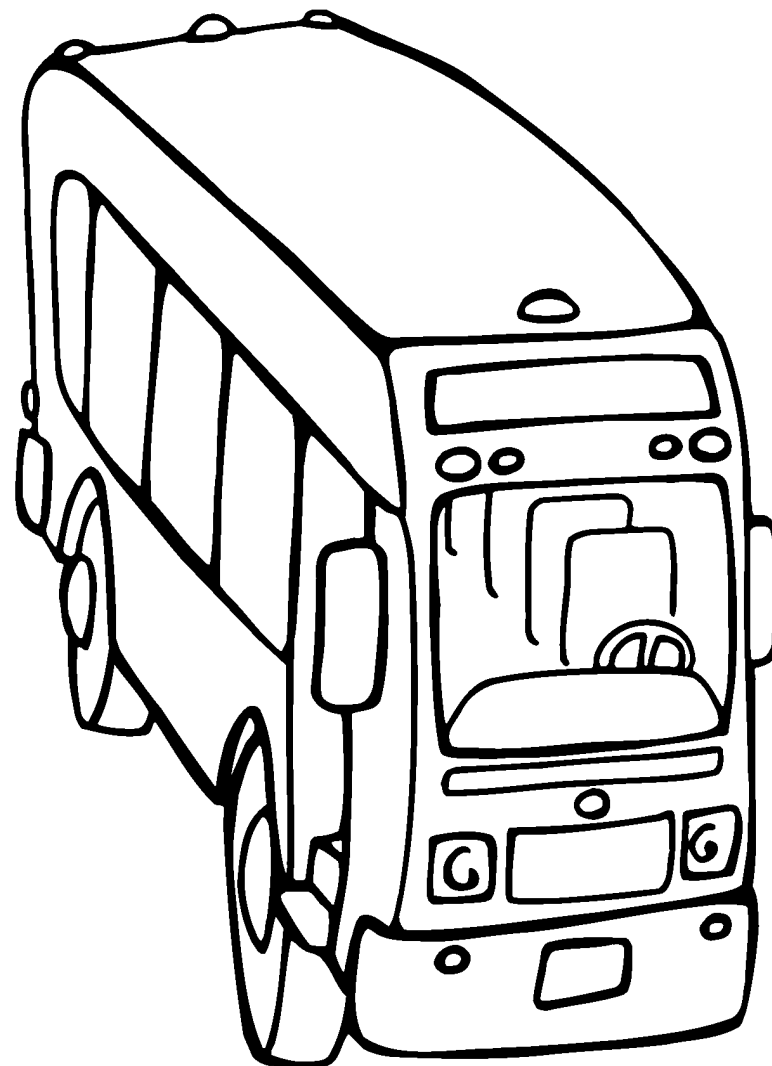
A big house.



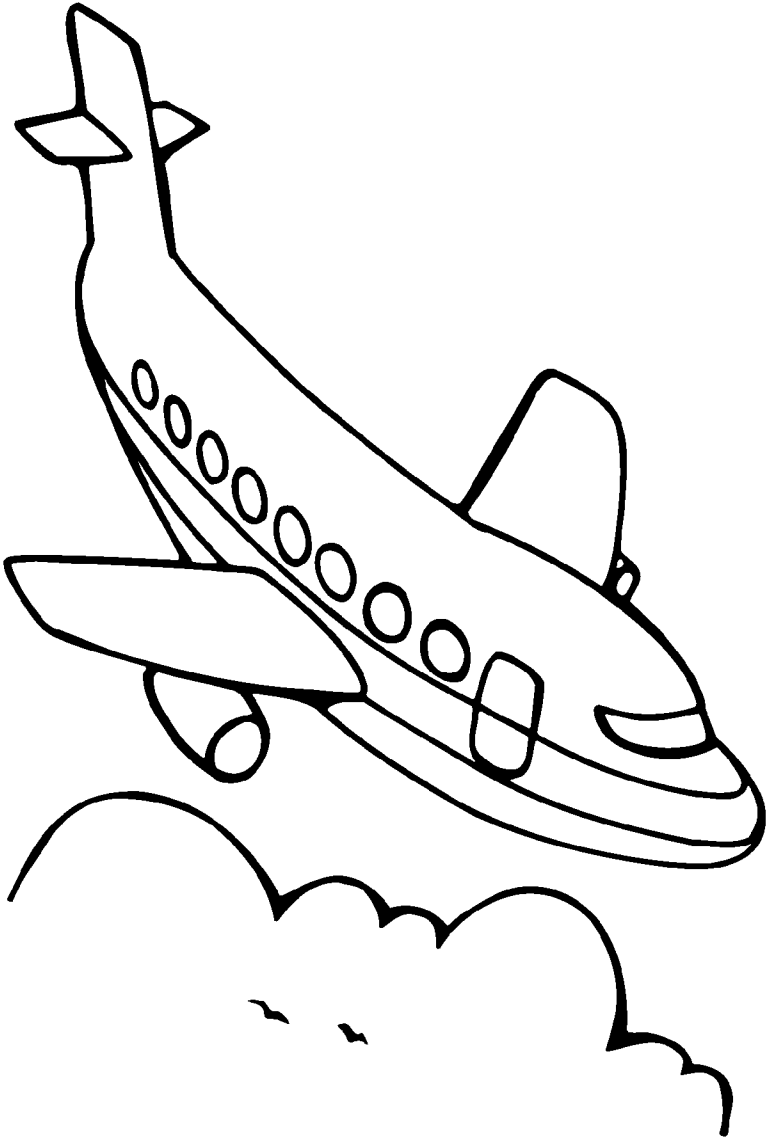
A big dog.



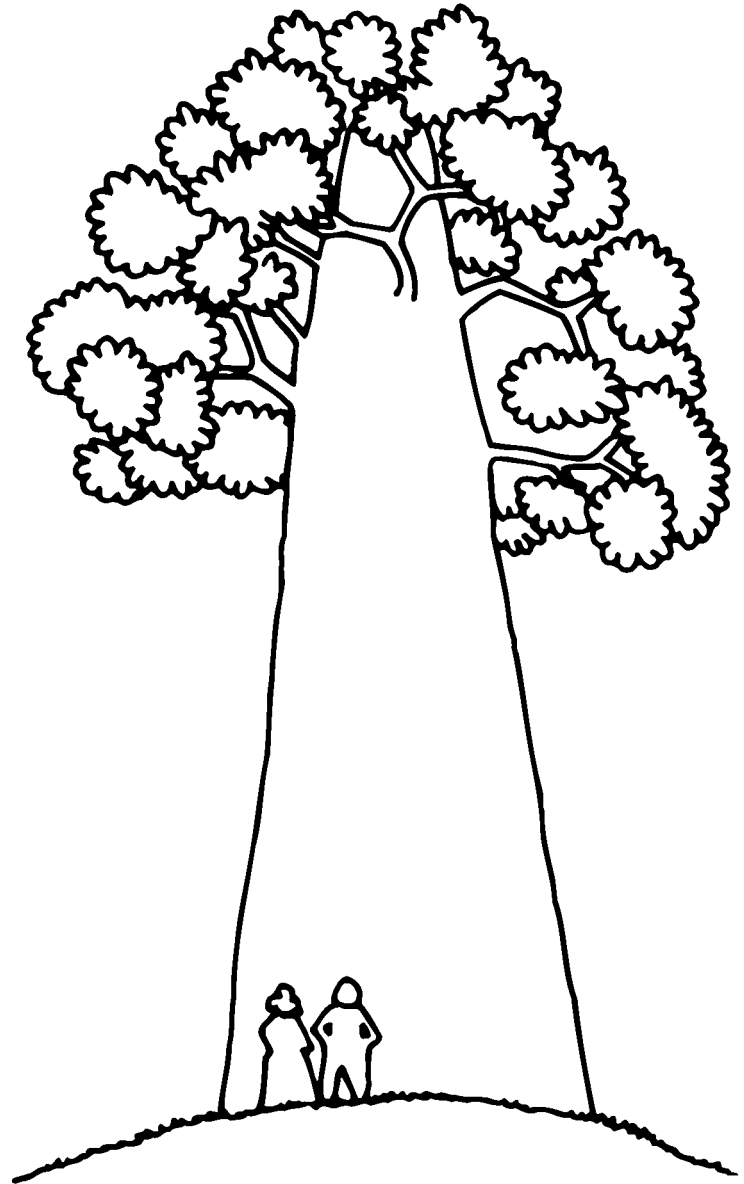
A big car.



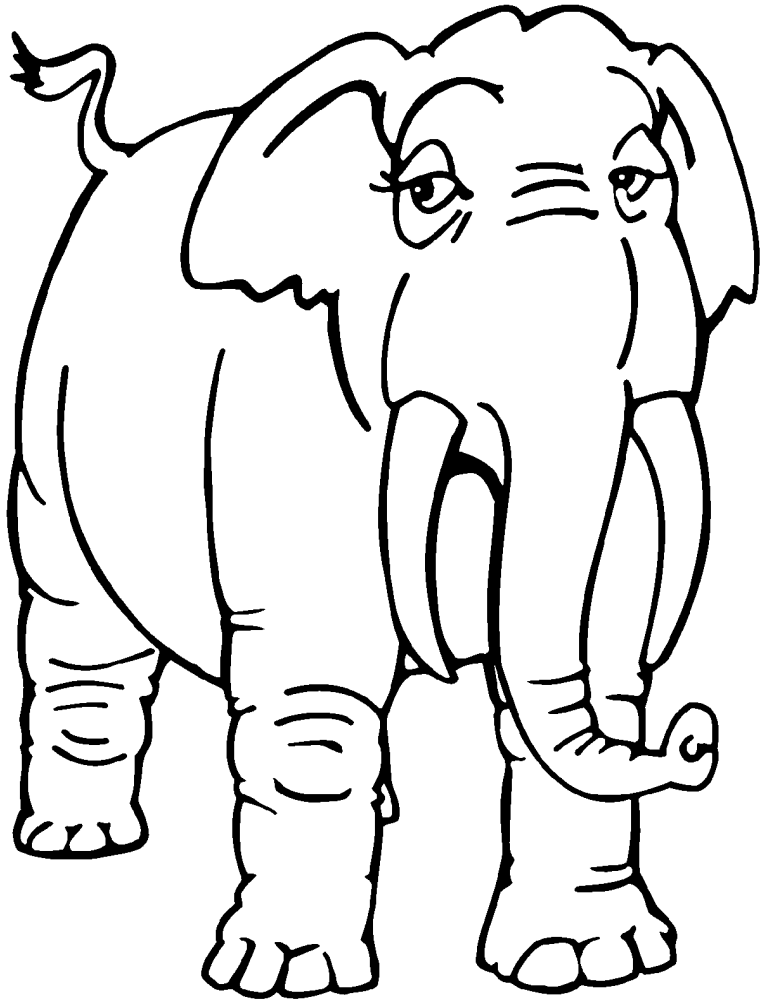
A big bus.



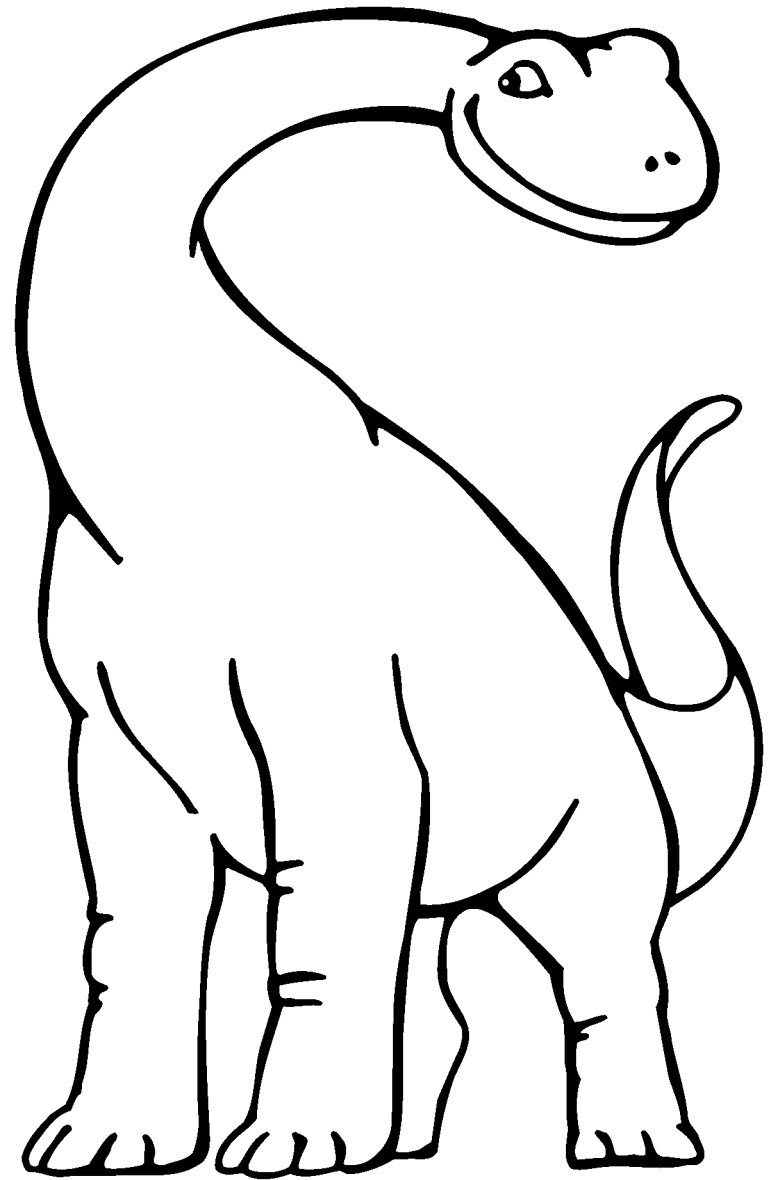
A big plane.



A big tree.



A big elephant.



A big dinosaur.

Name _____

Big

Little

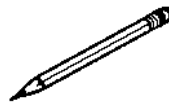
BIG • LEVEL aa • 1



pin



bus



pencil



elephant



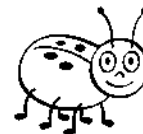
strawberry



dinosaur



house



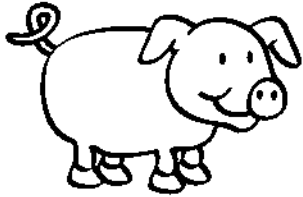
bug

SKILL: COMPARE AND CONTRAST

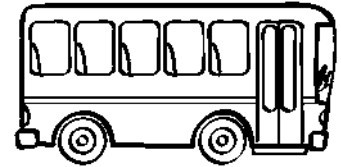
INSTRUCTIONS: Have students cut out the big things and paste them on the page labeled *Big*. Have them paste the little things on the page labeled *Little*.

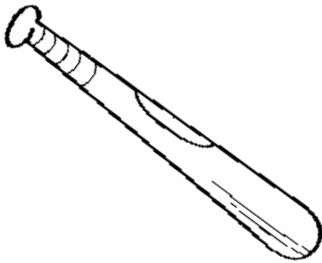
Name _____

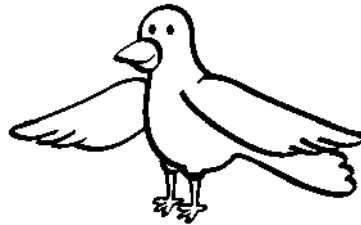
big



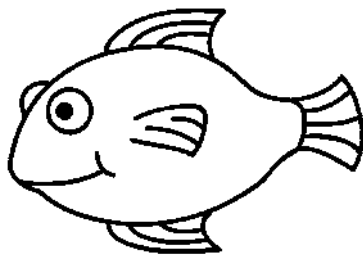


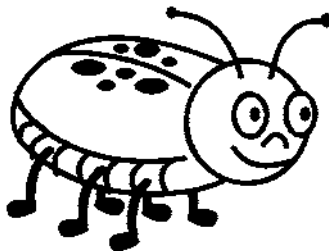












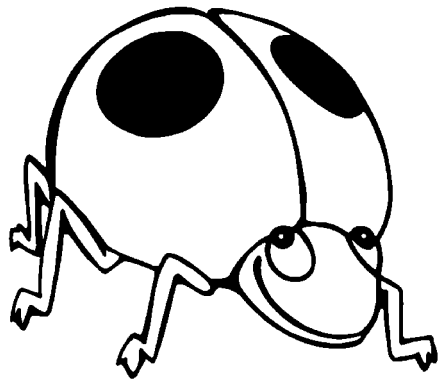


INSTRUCTIONS: Have students write the letter *Bb* under the pictures whose name begins with the same sound as the word *big*.

Little

A Reading A-Z Level aa Leveled Reader

Word Count: 24

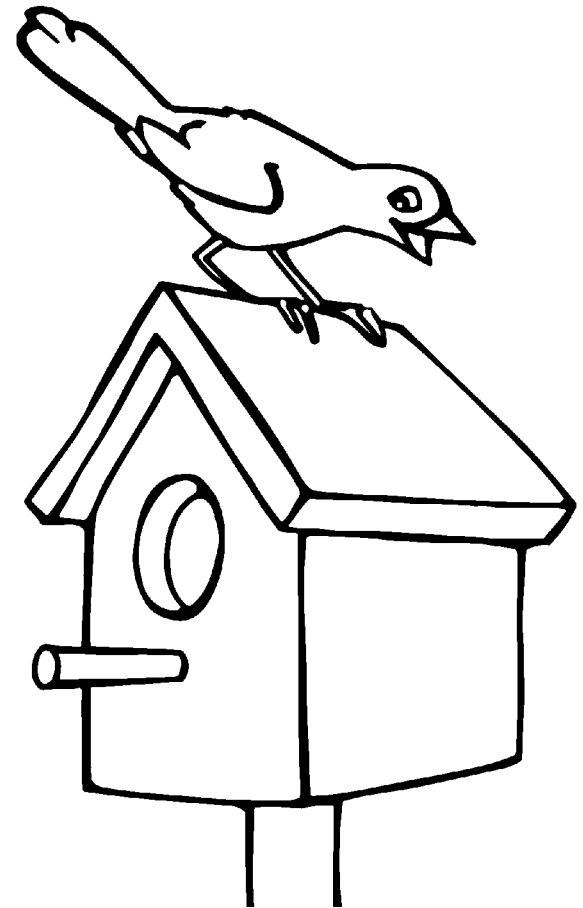


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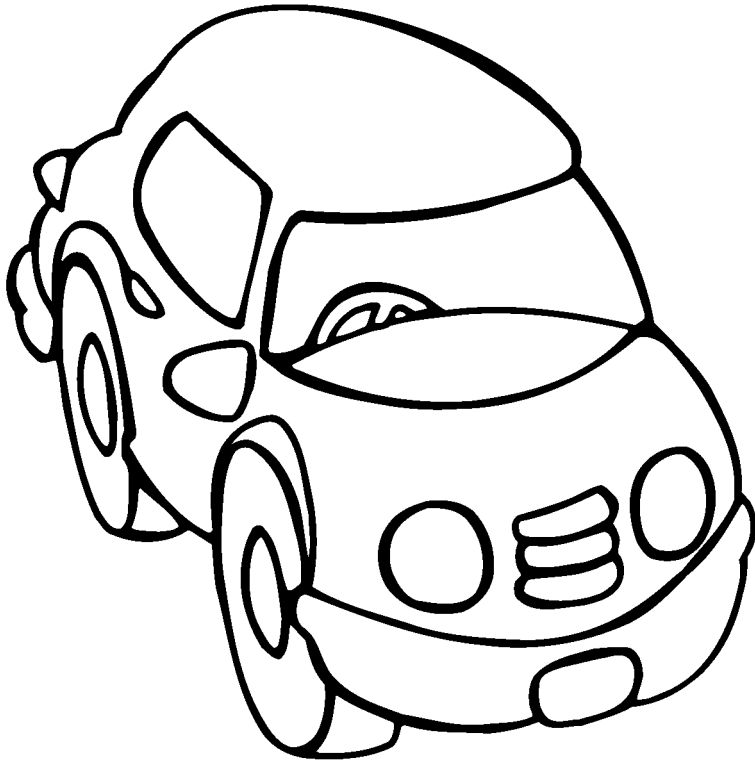
Little



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Little



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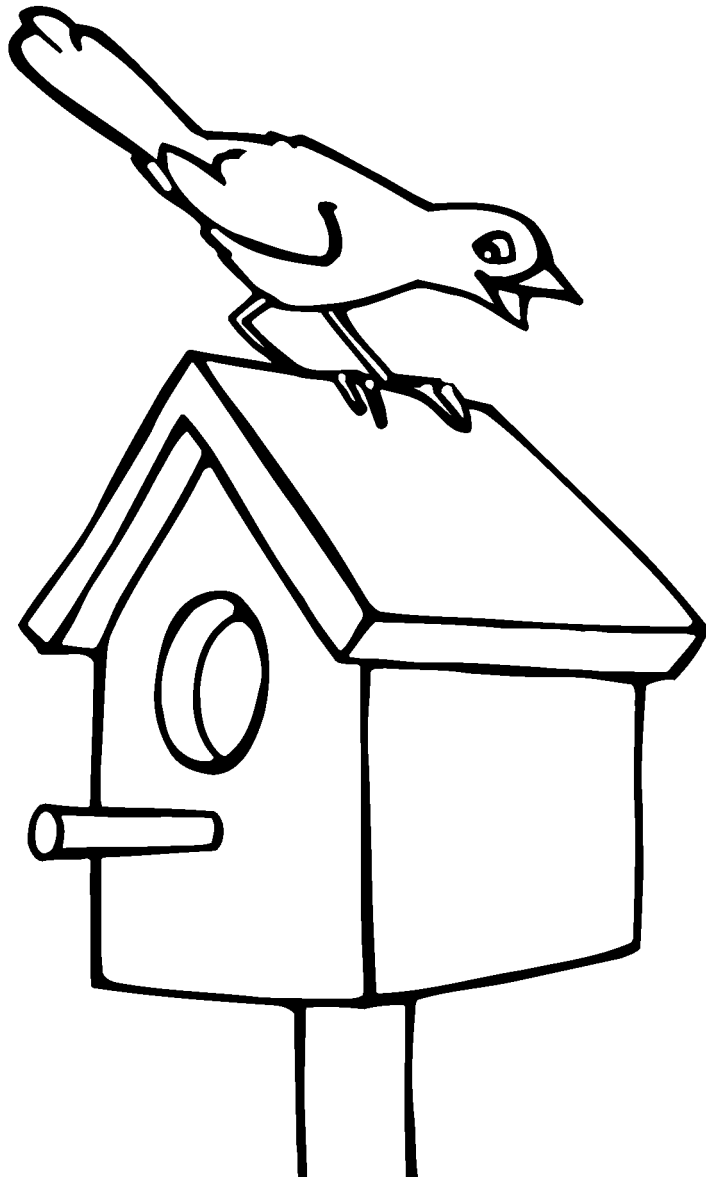
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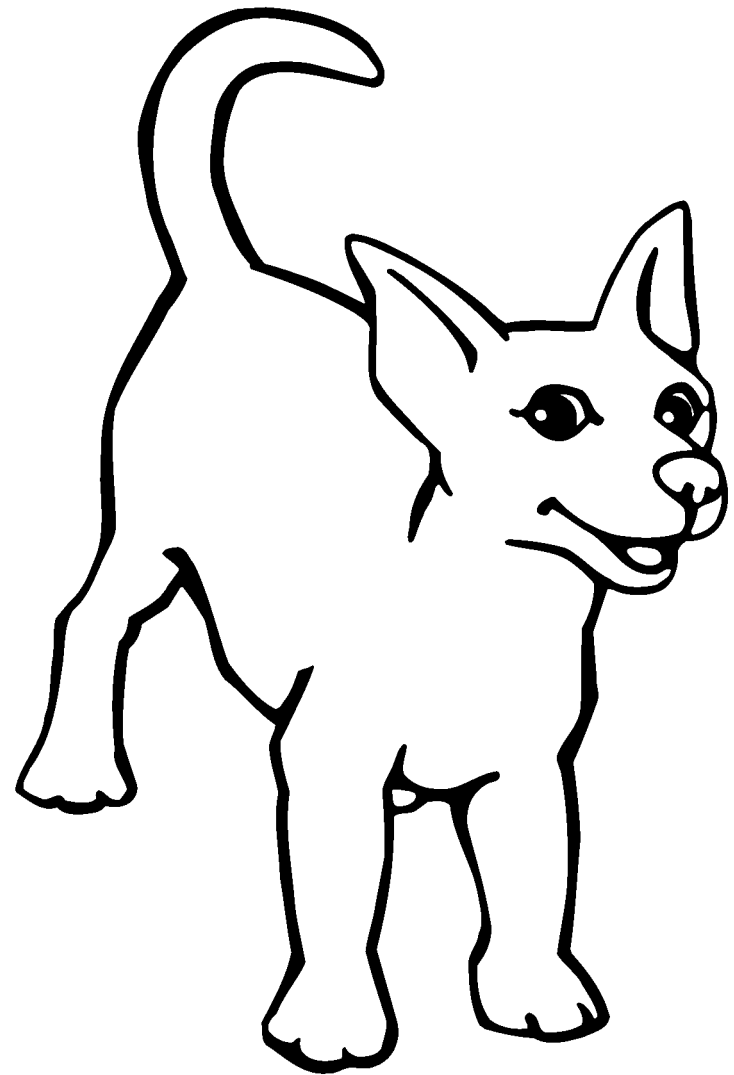
www.readinga-z.com

Correlation

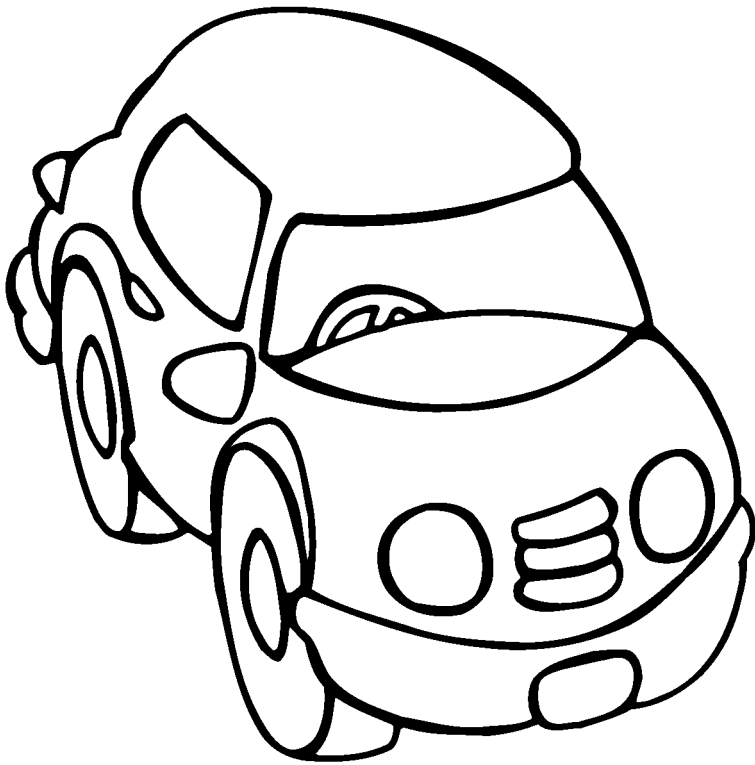
LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



A little house.



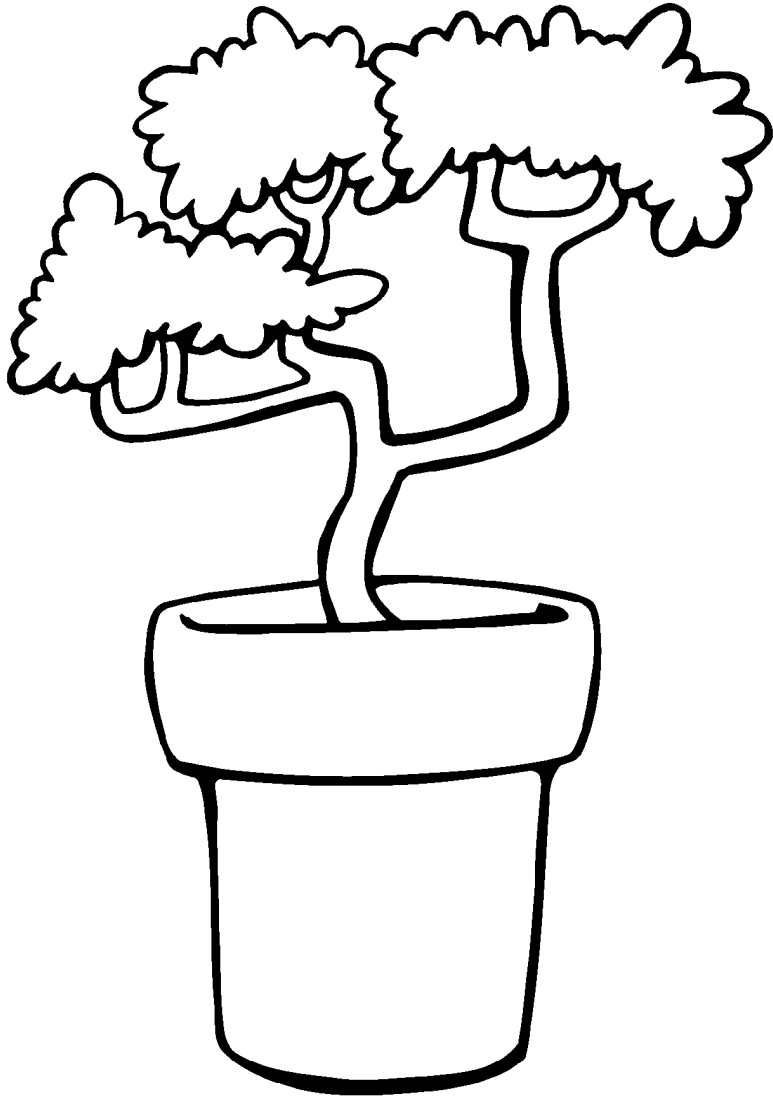
A little dog.



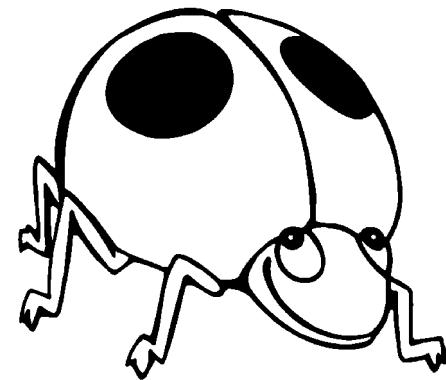
A little car.



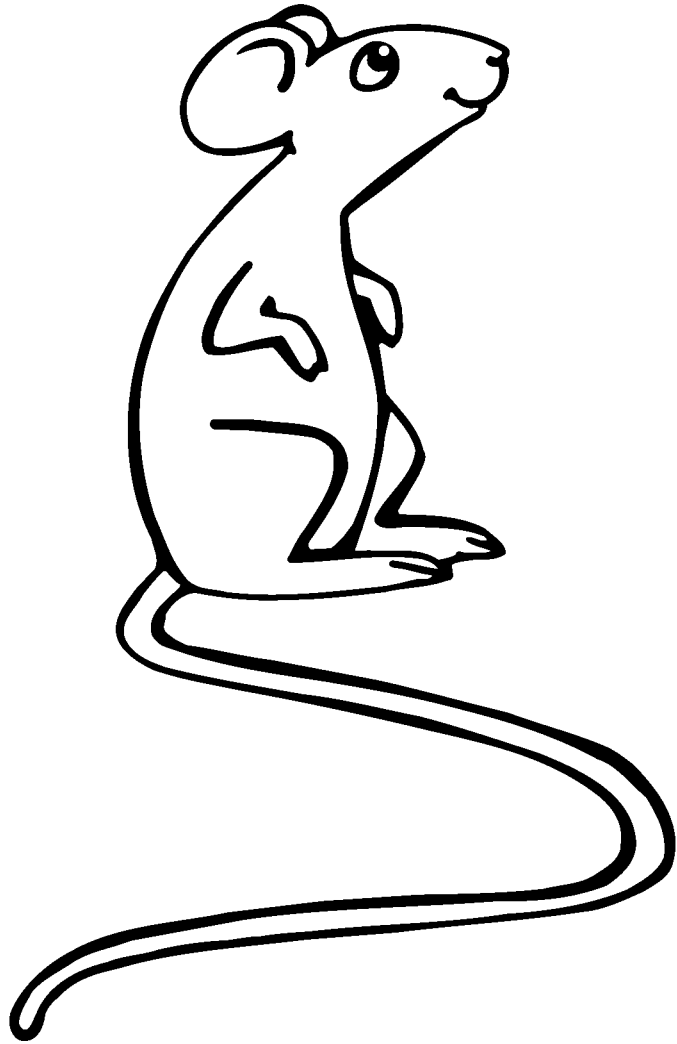
A little plane.



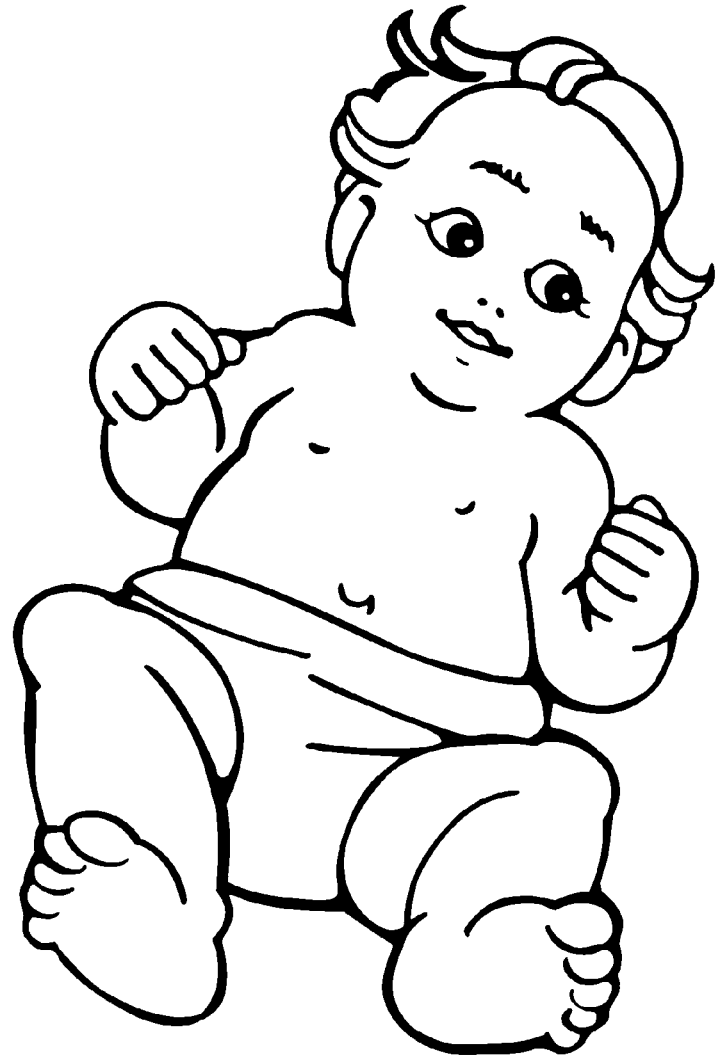
A little tree.



A little bug.



A little mouse.



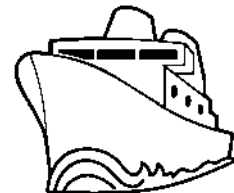
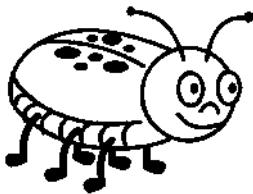
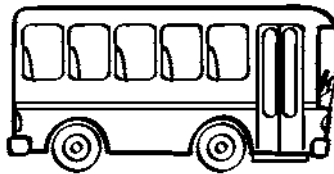
A little baby.

Name _____

Little

Big

LITTLE • LEVEL aa • 1



SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Have students cut out the pictures and paste the things that are little in the *Little* box and the things that are big in the *Big* box. Have them explain how they determined each object in the picture to be little or big.

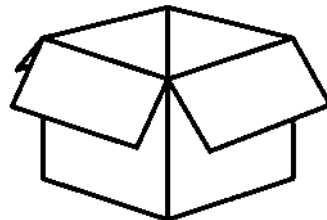
Name _____



__ion



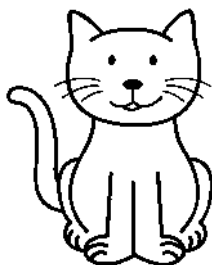
__eg



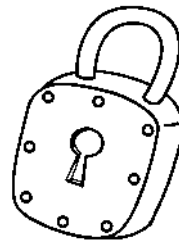
__ox



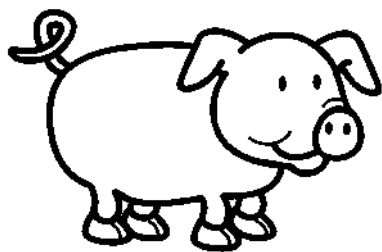
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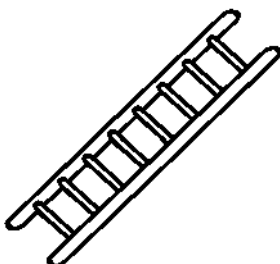
__at



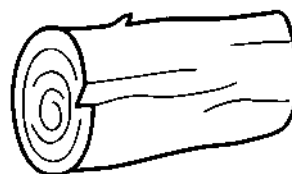
__ock



__ig



__adder



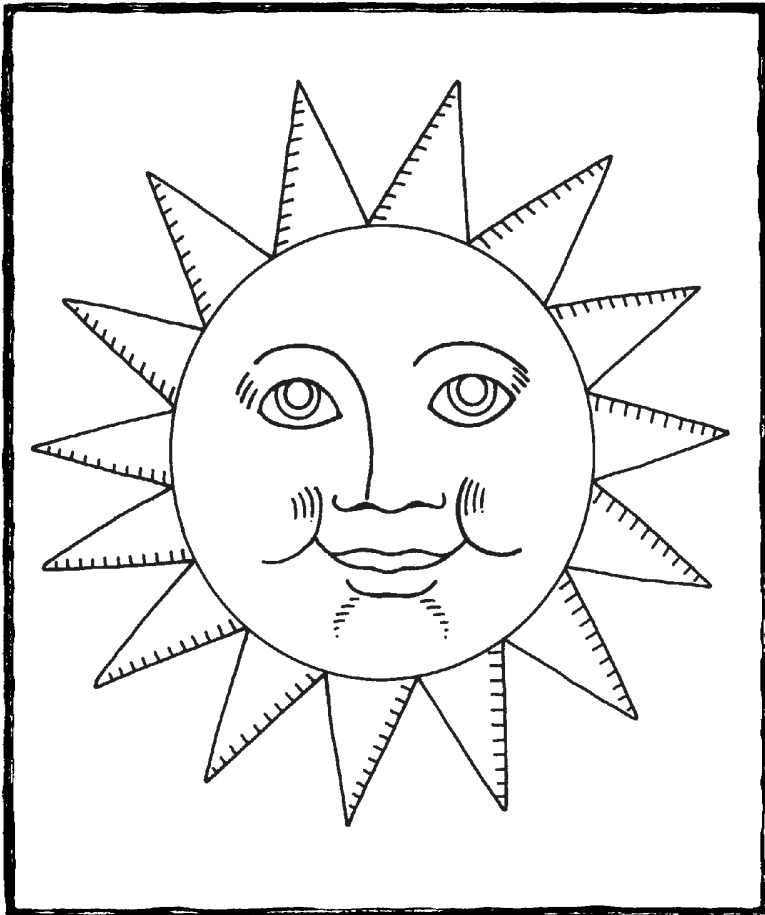
__og

INSTRUCTIONS: Have students look at the pictures and name each object. Then have them write the letter / on the blank under the pictures of objects whose name begins with the // sound.

Summer

A Reading A-Z Level aa Leveled Reader

Word Count: 16

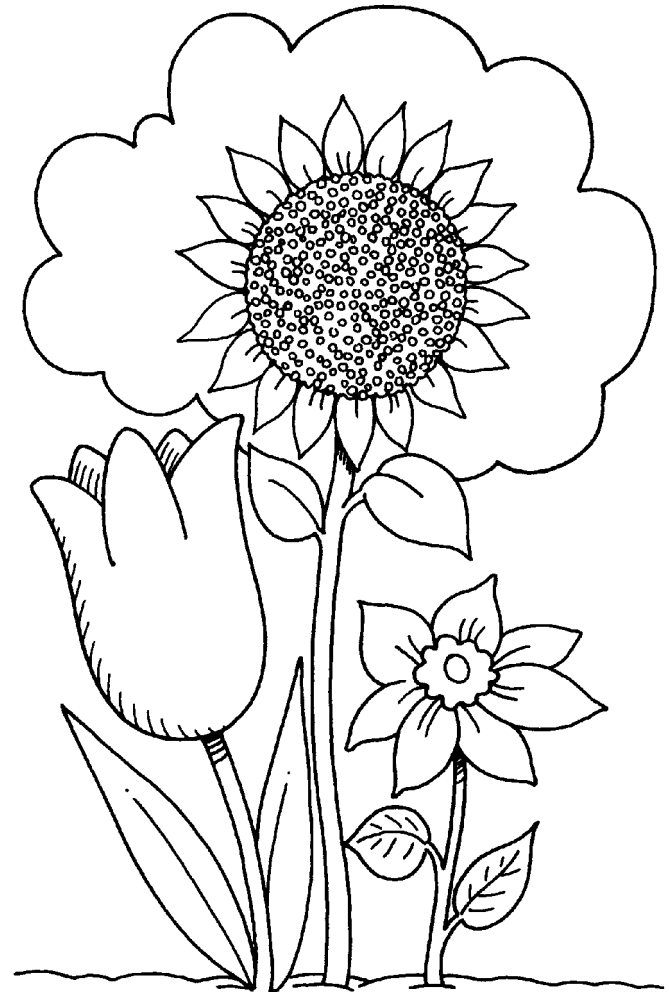


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LEVELED READER • aa

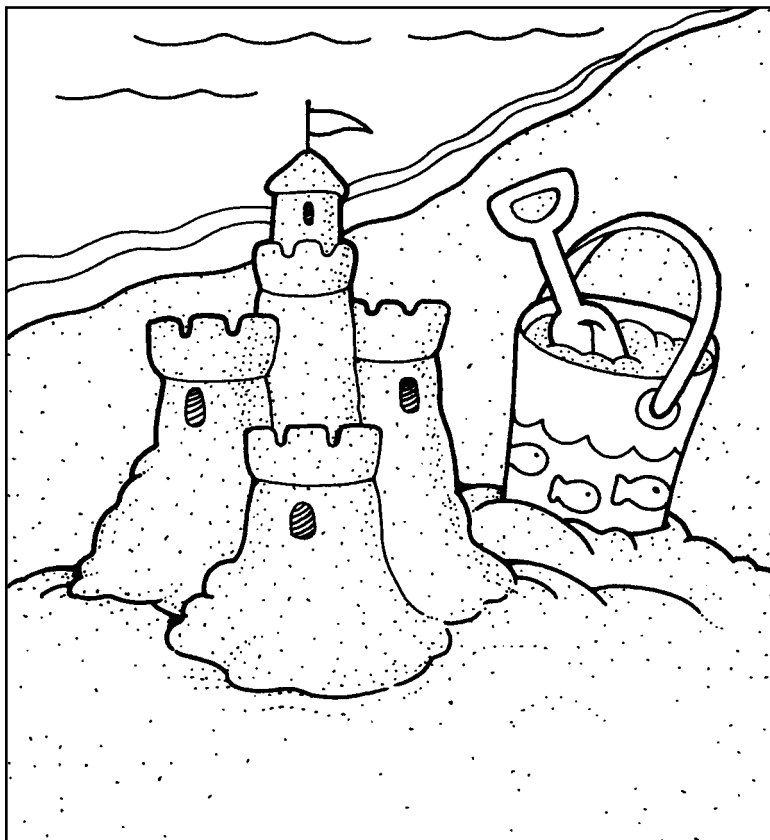
Summer



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Level aa Leveled Reader
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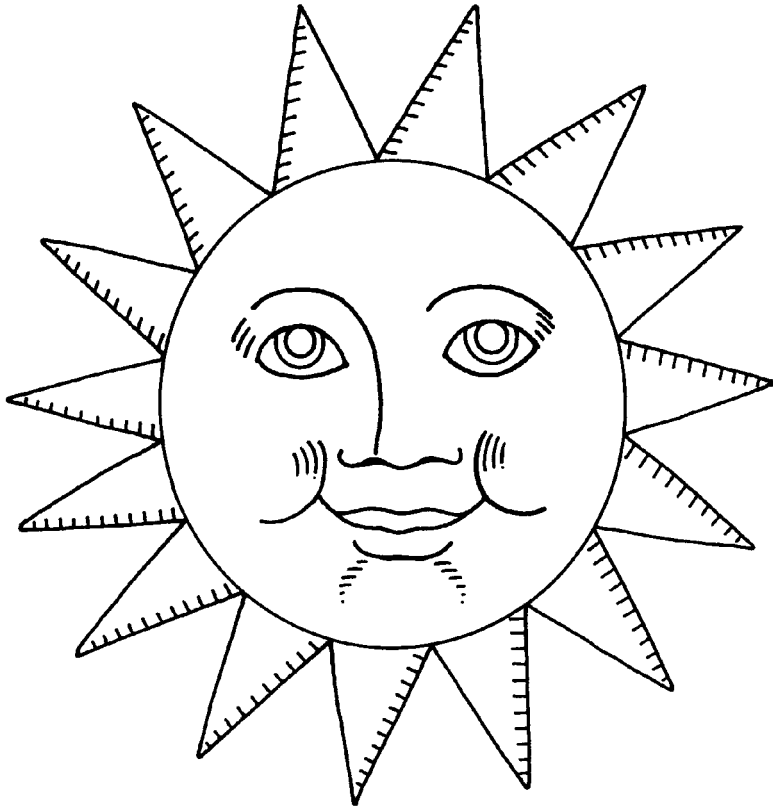
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Correlation

LEVEL aa

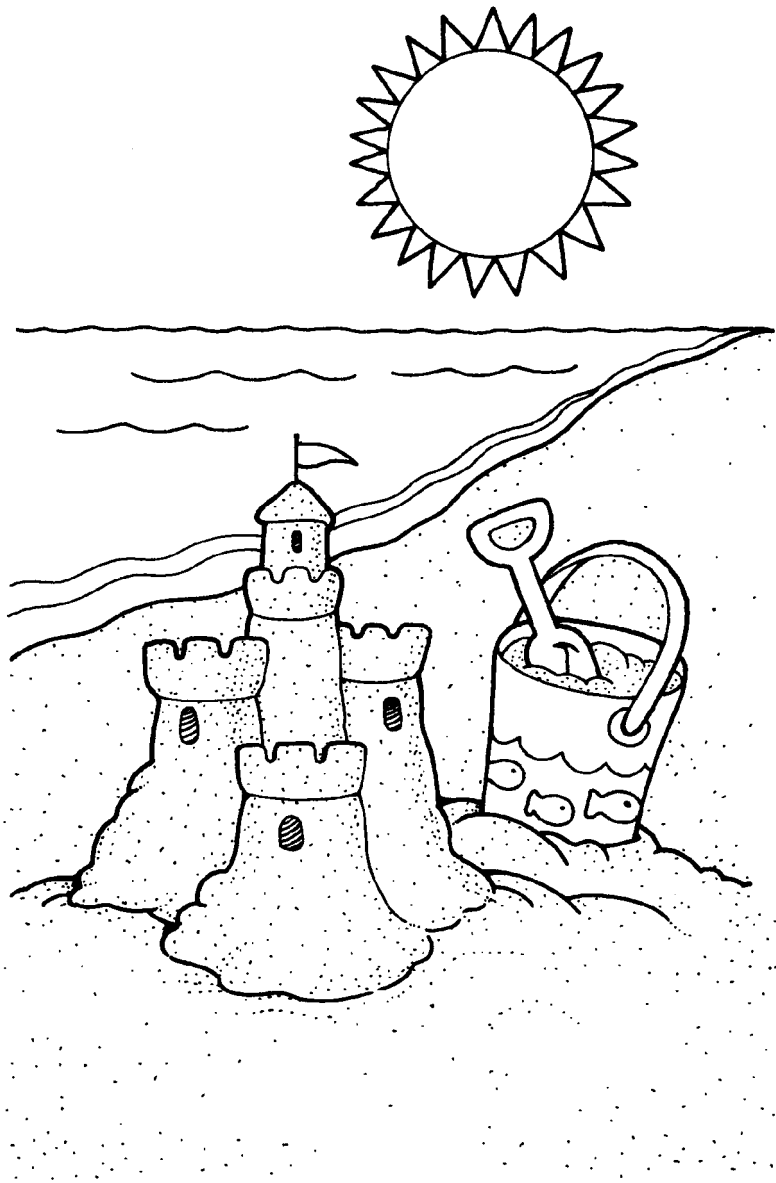
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



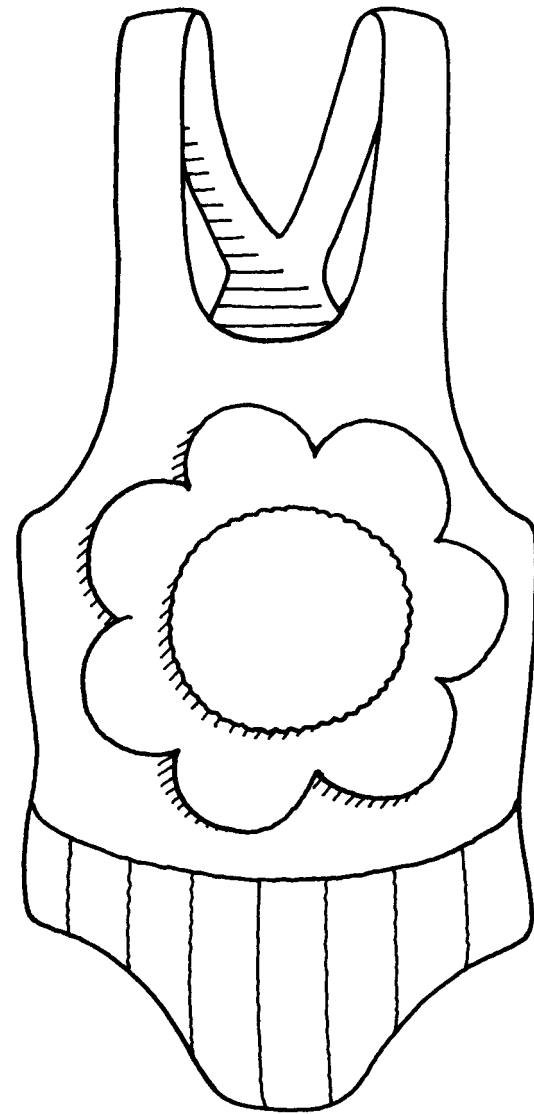
The sun.



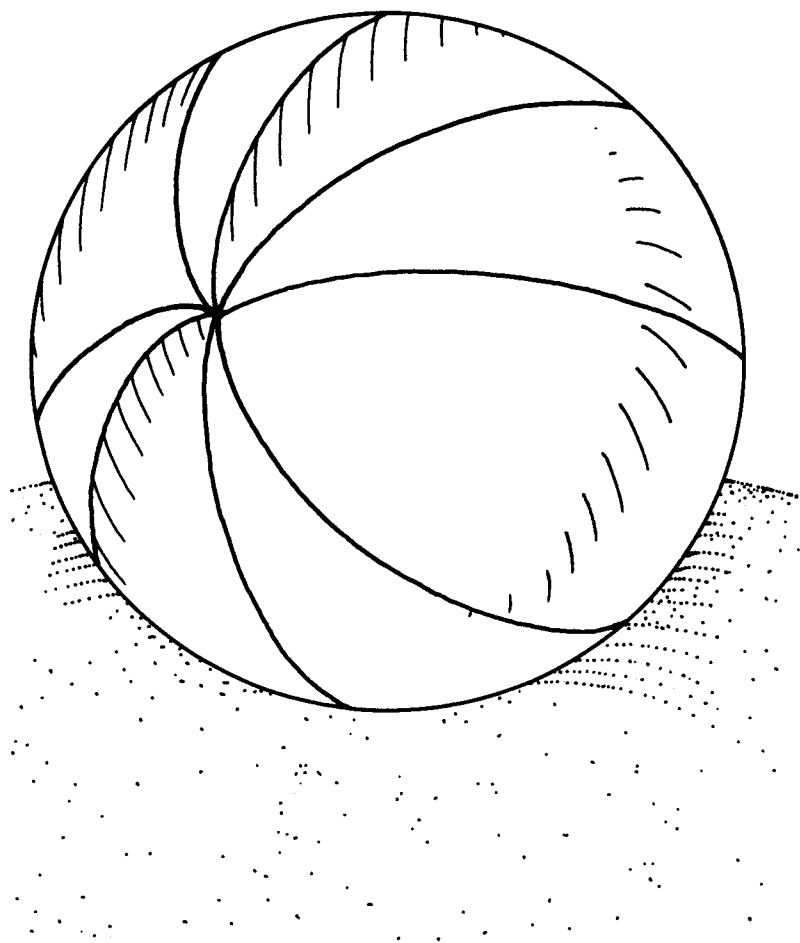
The rain.



The beach.



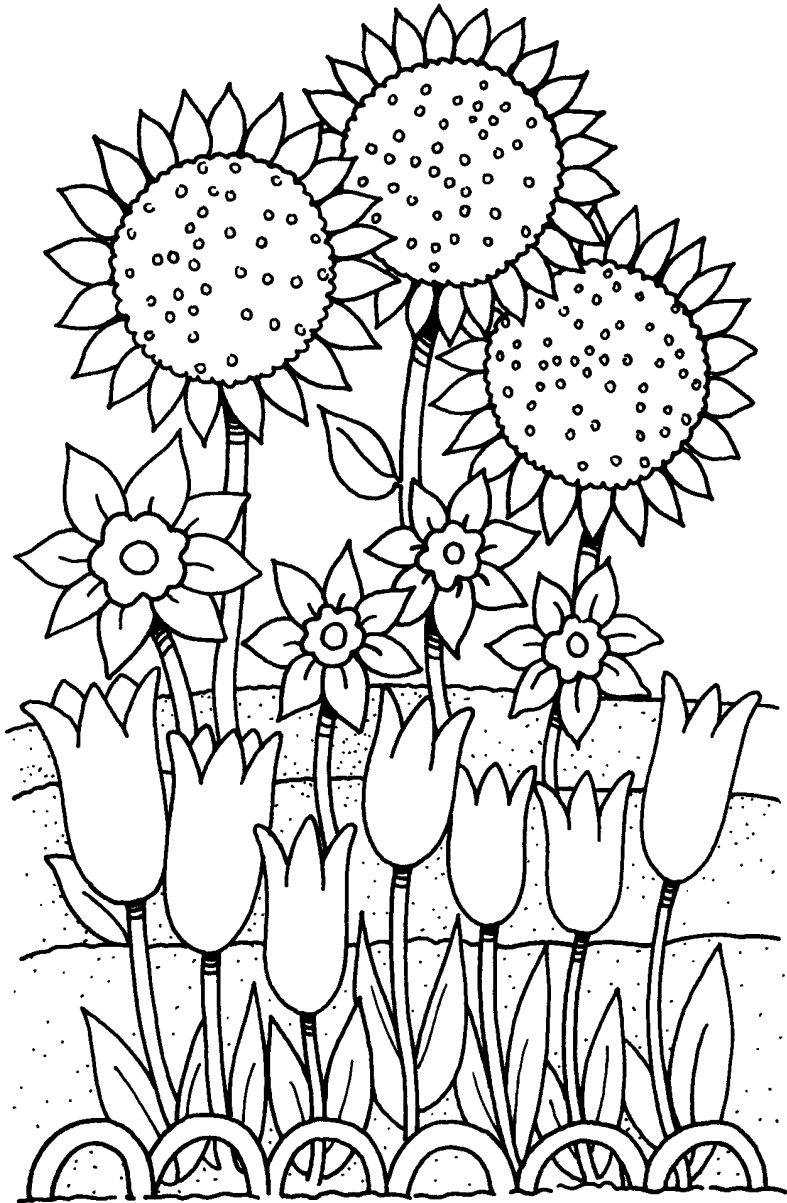
The swimsuit.



The ball.



The flowers.

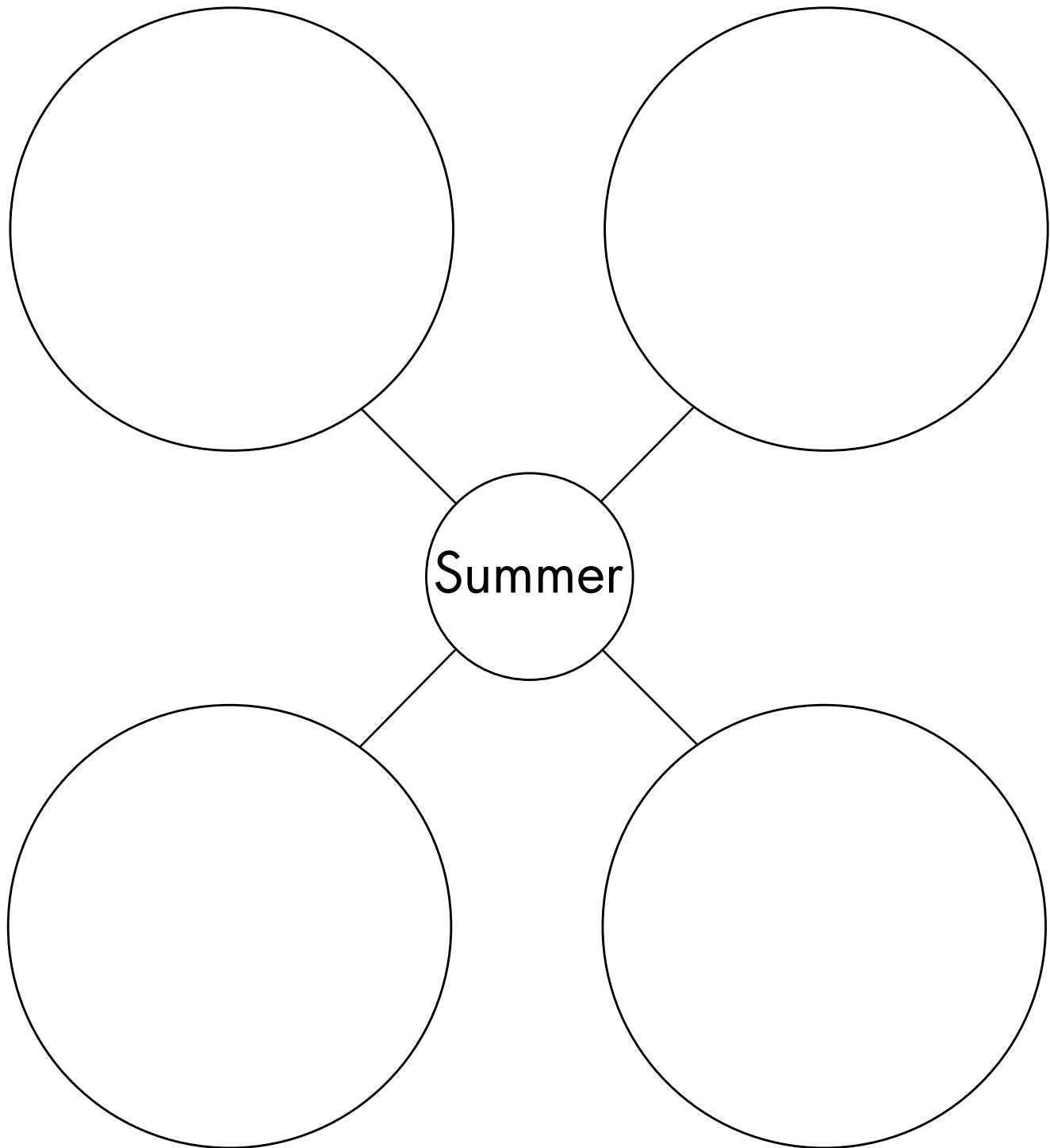


The garden.



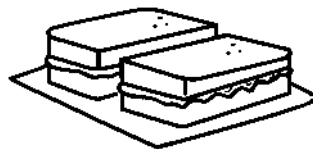
The summer.

Name _____

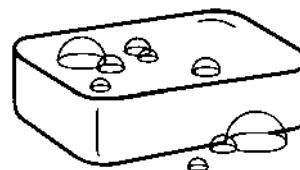
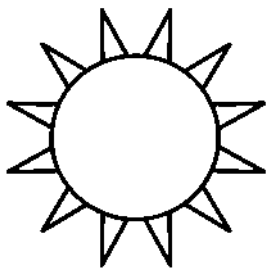
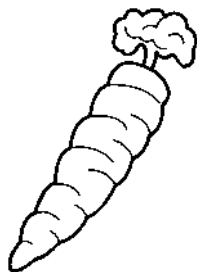
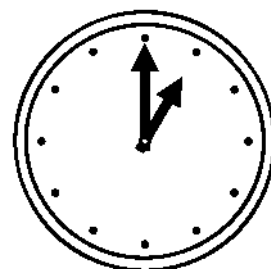


INSTRUCTIONS: Have students look in the book to find the details that support the main idea. Then have them draw and label each detail in a circle above.

Name _____



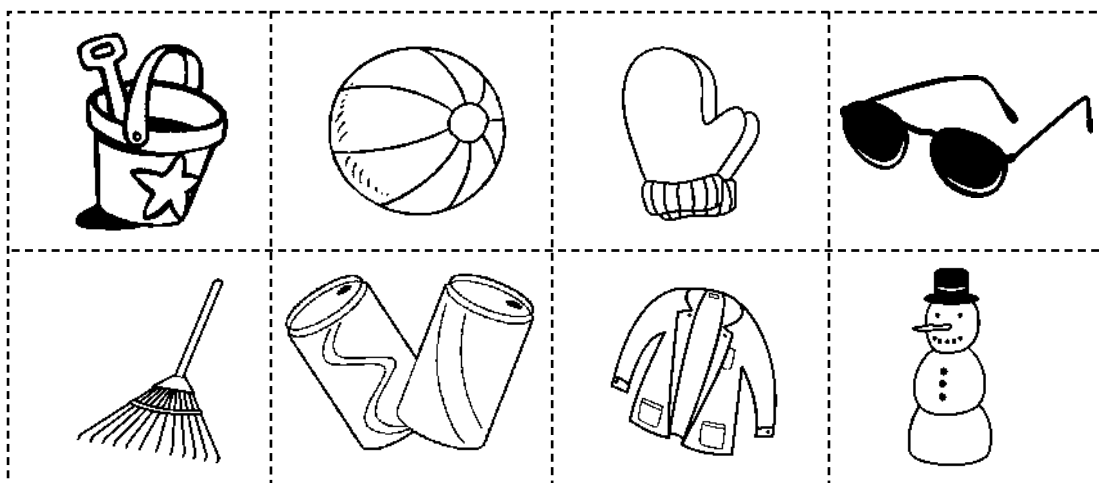
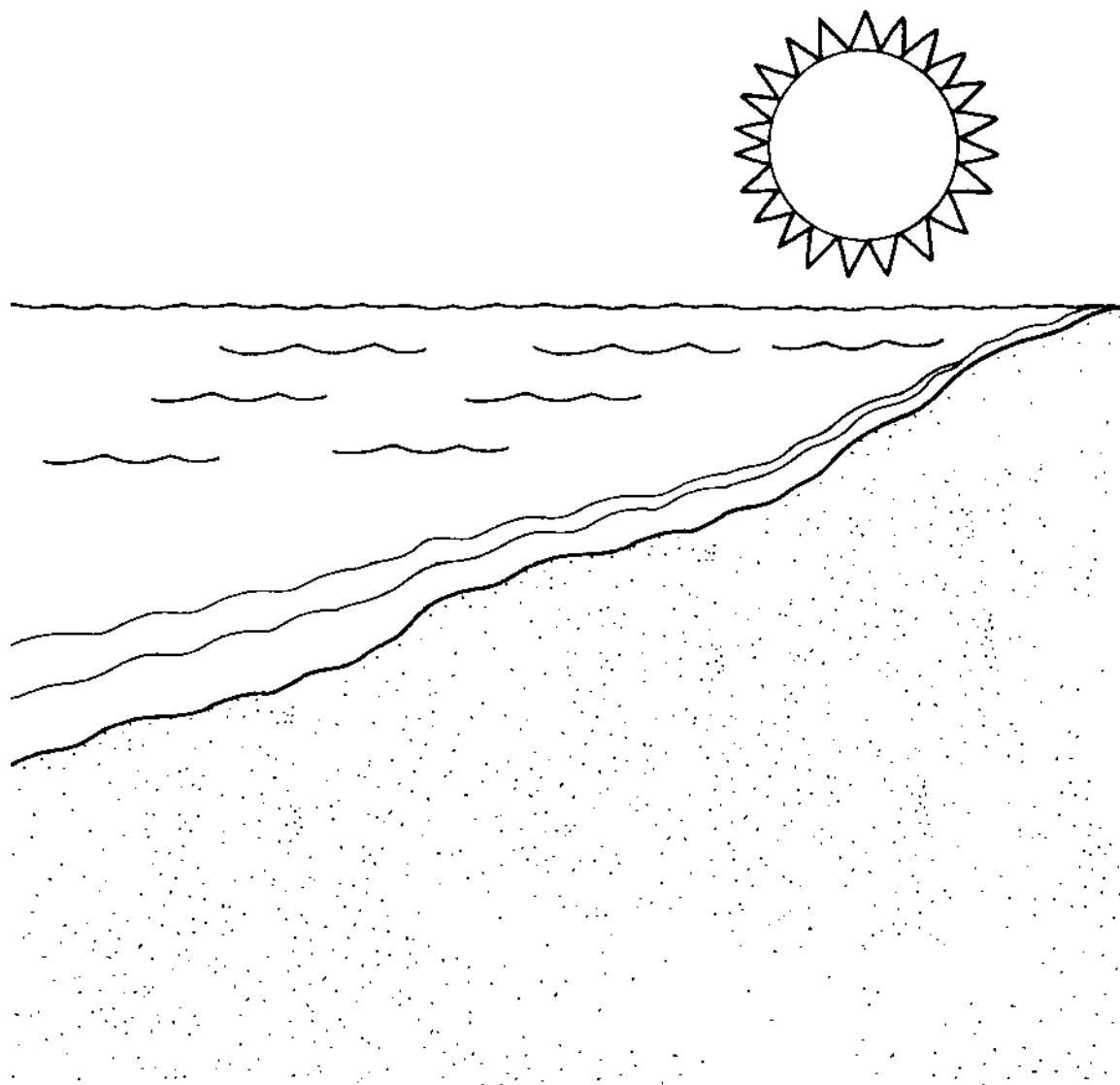
SUMMER • LEVEL aa • 2



SKILL: INITIAL CONSONANT Ss

INSTRUCTIONS: Have students write the letter Ss under each picture whose name begins with the /s/ sound. Have them put an X on each picture whose name does not begin with the /s/ sound.

Name _____

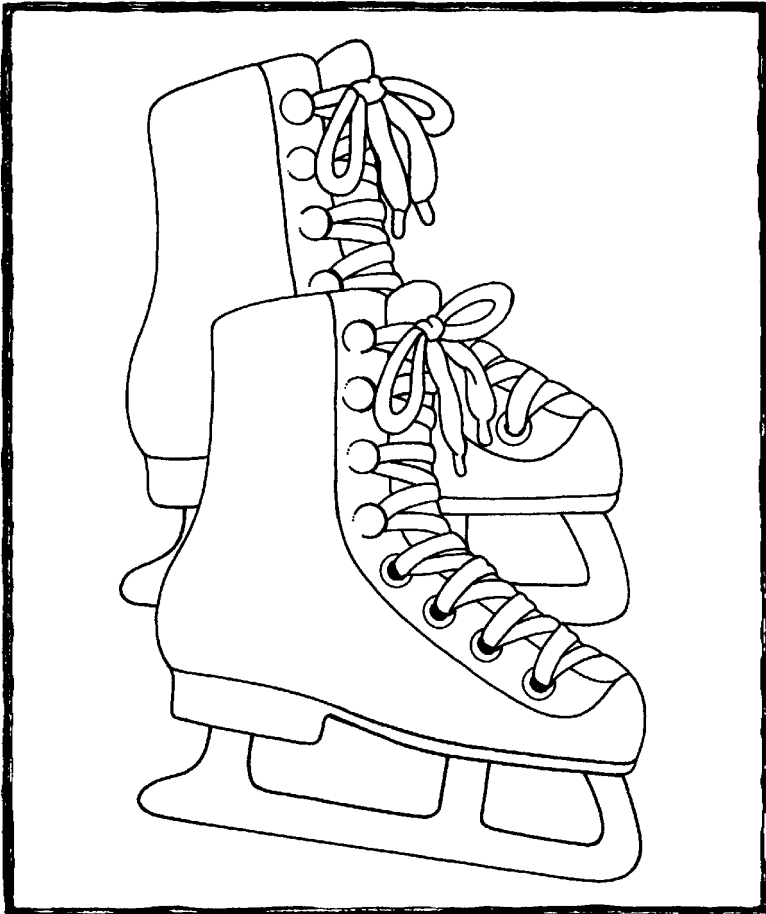


INSTRUCTIONS: Have students cut out the pictures of summer things they would take to the beach and paste them on the beach.

Winter

A Reading A-Z Level aa Leveled Reader

Word Count: 17




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LEVELED READER • aa

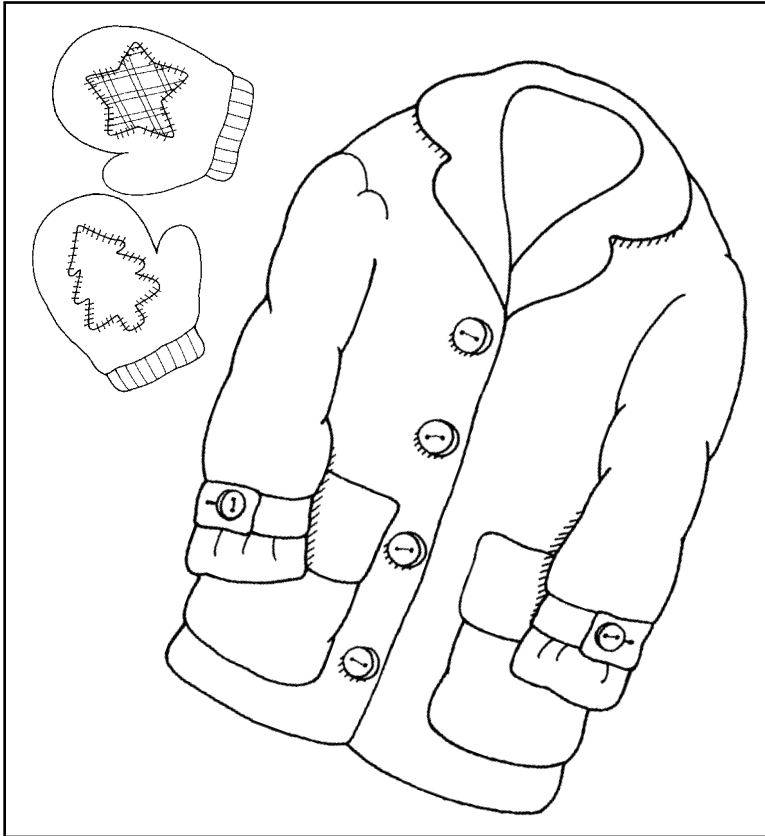
Winter



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Winter
Level aa Leveled Reader
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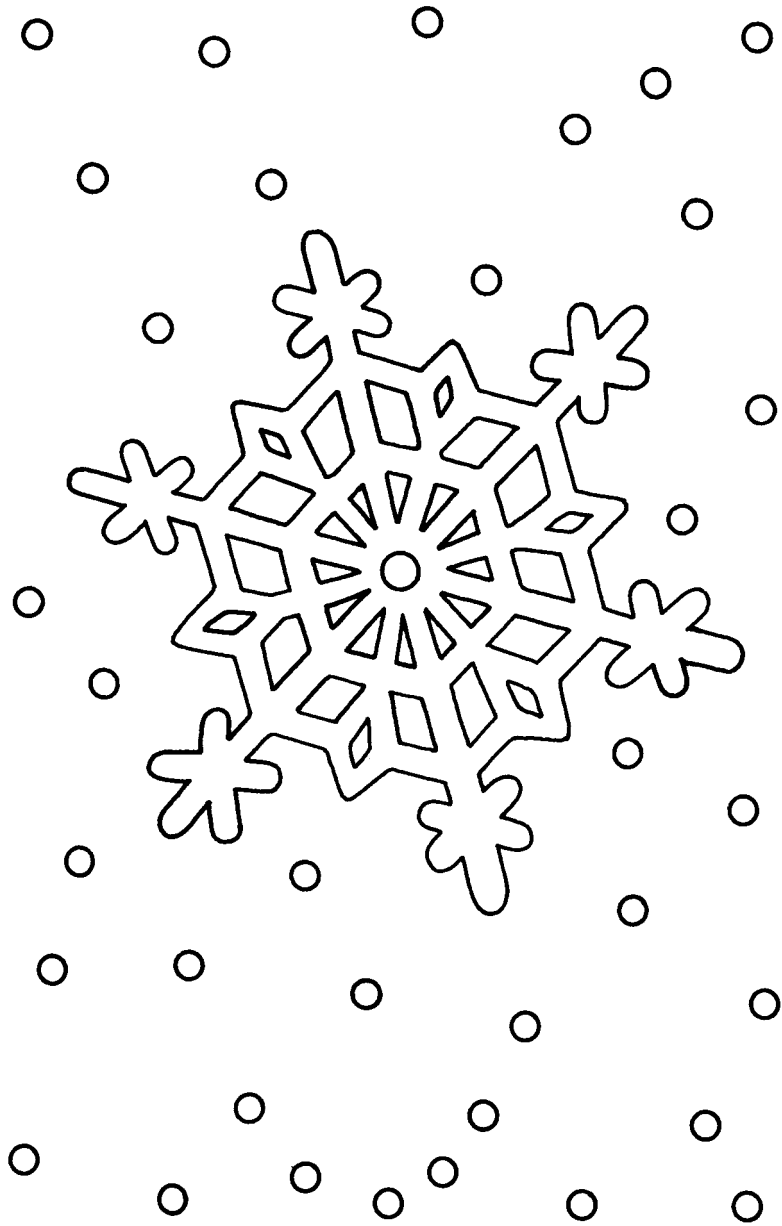
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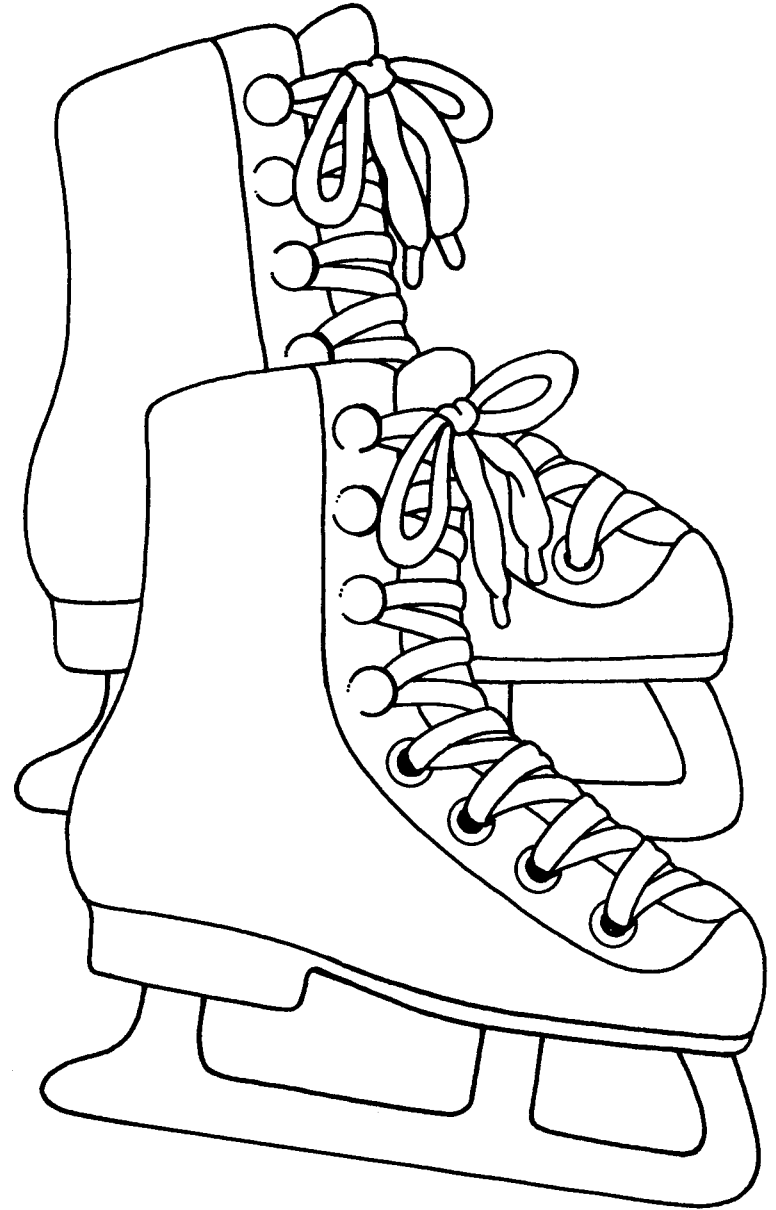
Correlation

LEVEL aa

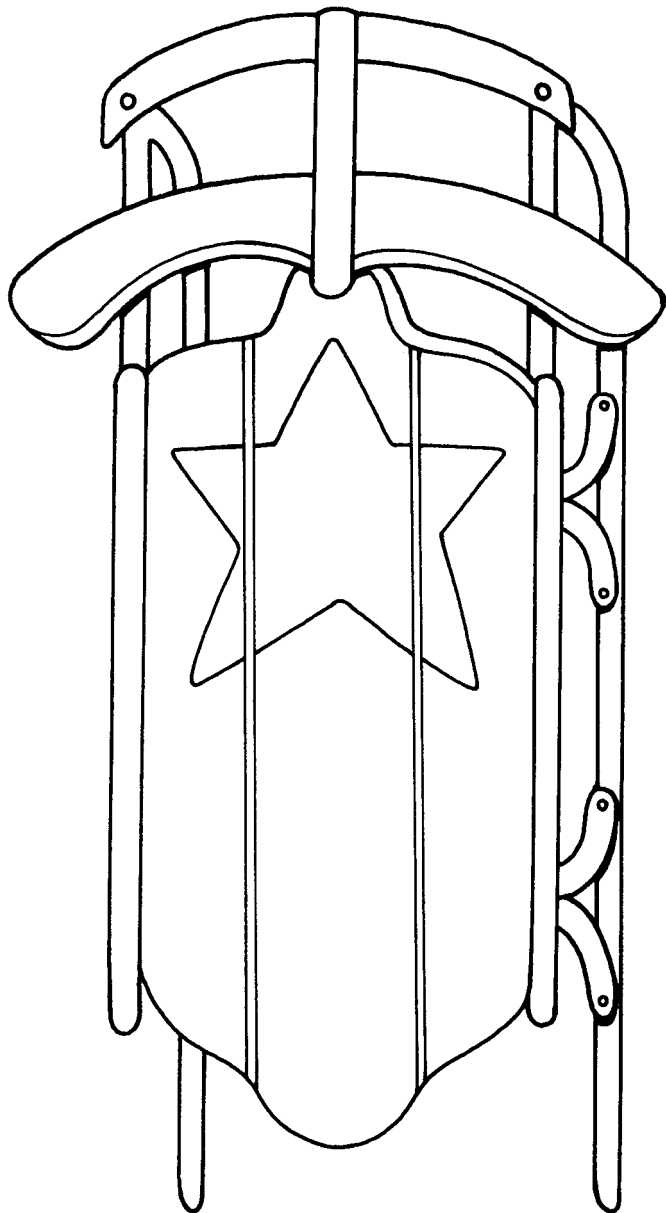
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The snow.



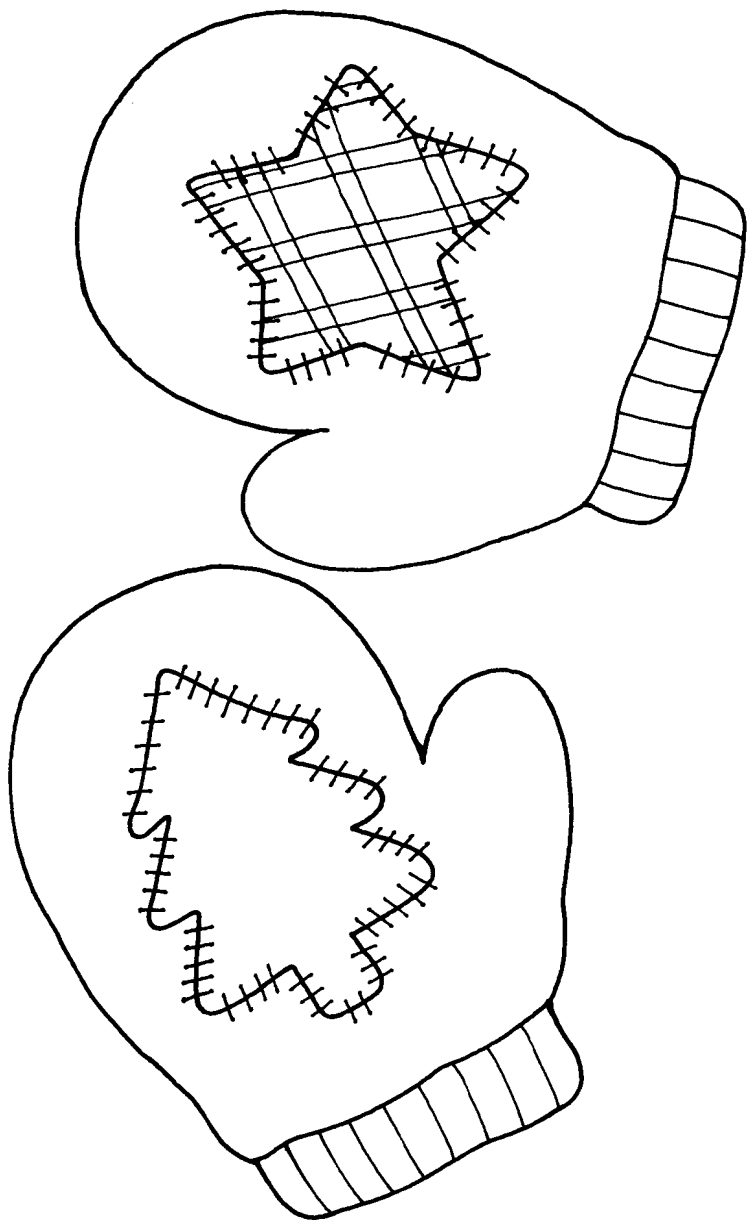
The ice skates.



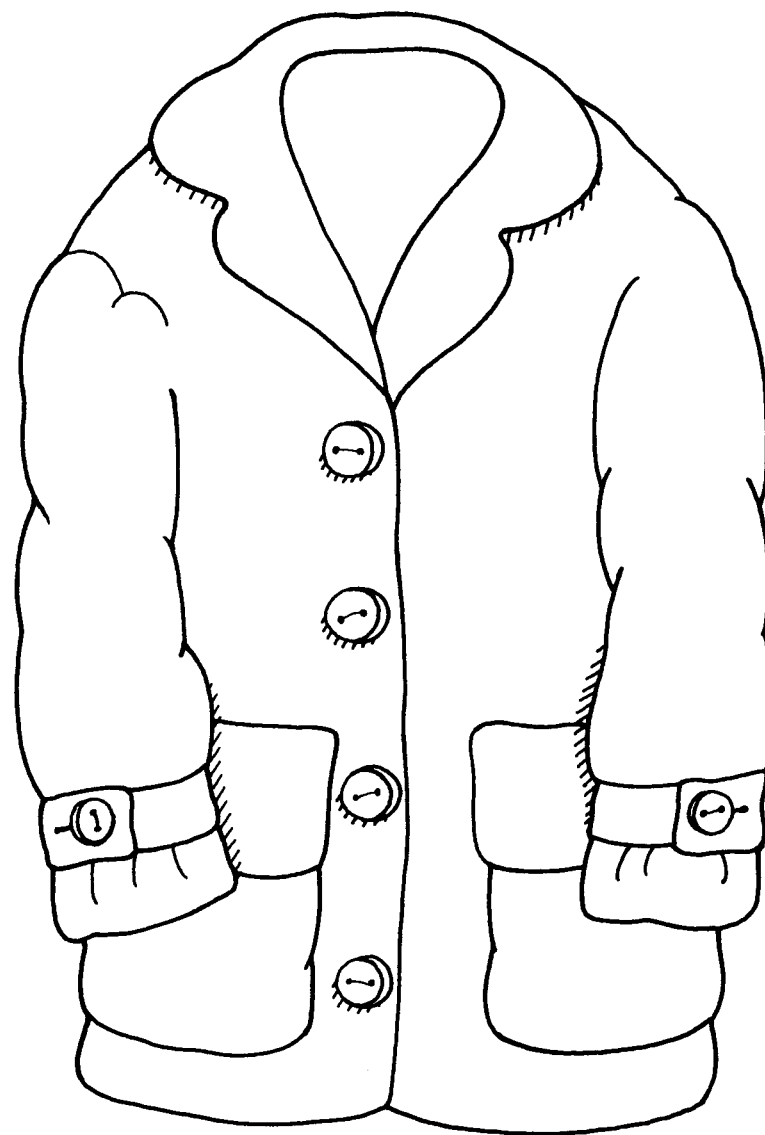
The sled.



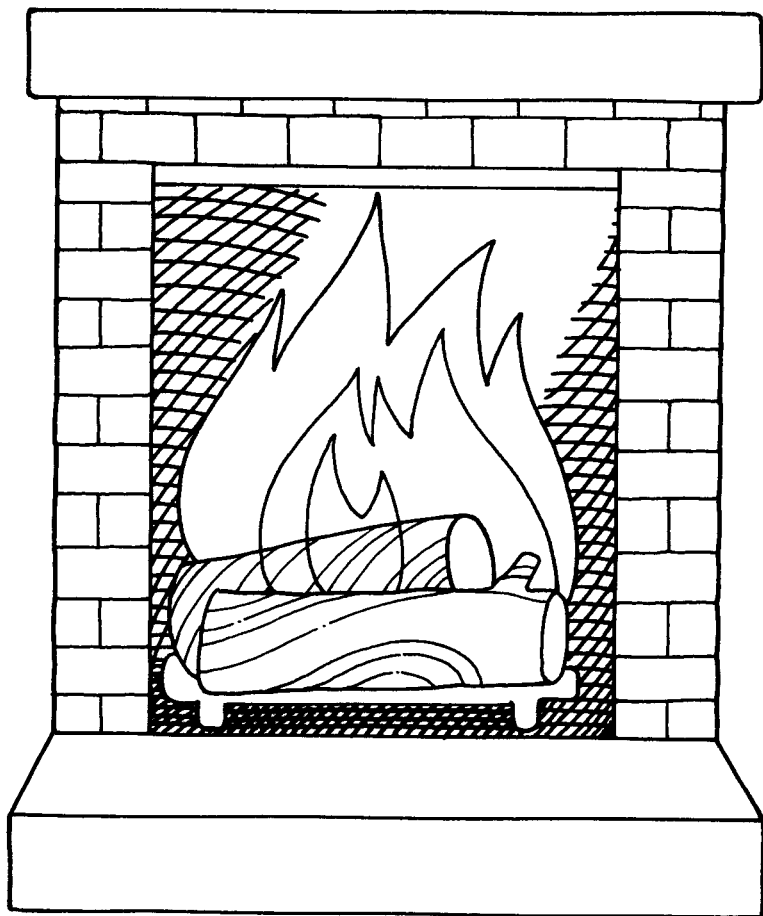
The snowman.



The mittens.



The coat.



The fire.



The winter.

Name _____

Main idea:

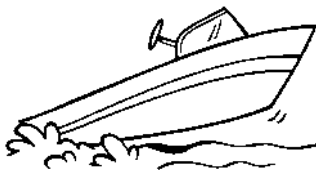
Details:

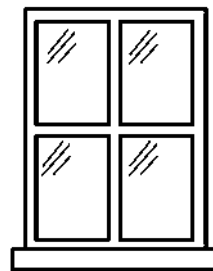
INSTRUCTIONS: Have students write *winter* in the space labeled *Main idea*. Then have them draw and label things that can be found in winter.

Name _____

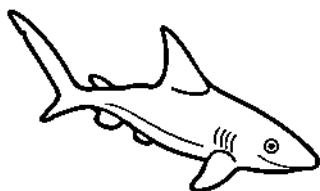
Reading a-z



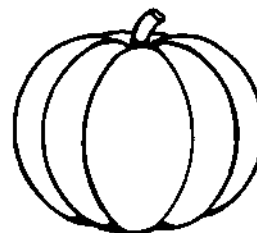




WINTER • LEVEL aa • 2













SKILL: INITIAL CONSONANT Ww

INSTRUCTIONS: Have students write the letter *Ww* under the pictures whose name begins with the same sound as the word *winter*.

In

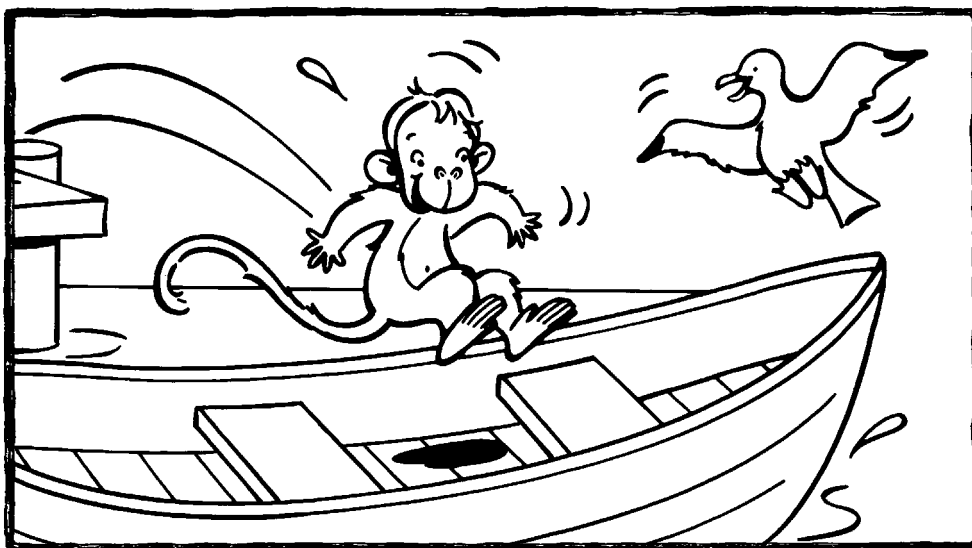


Written by Cheryl Ryan • Illustrated by Nora Voutas

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In

A Reading A-Z Level aa Leveled Reader • Word Count: 24



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In



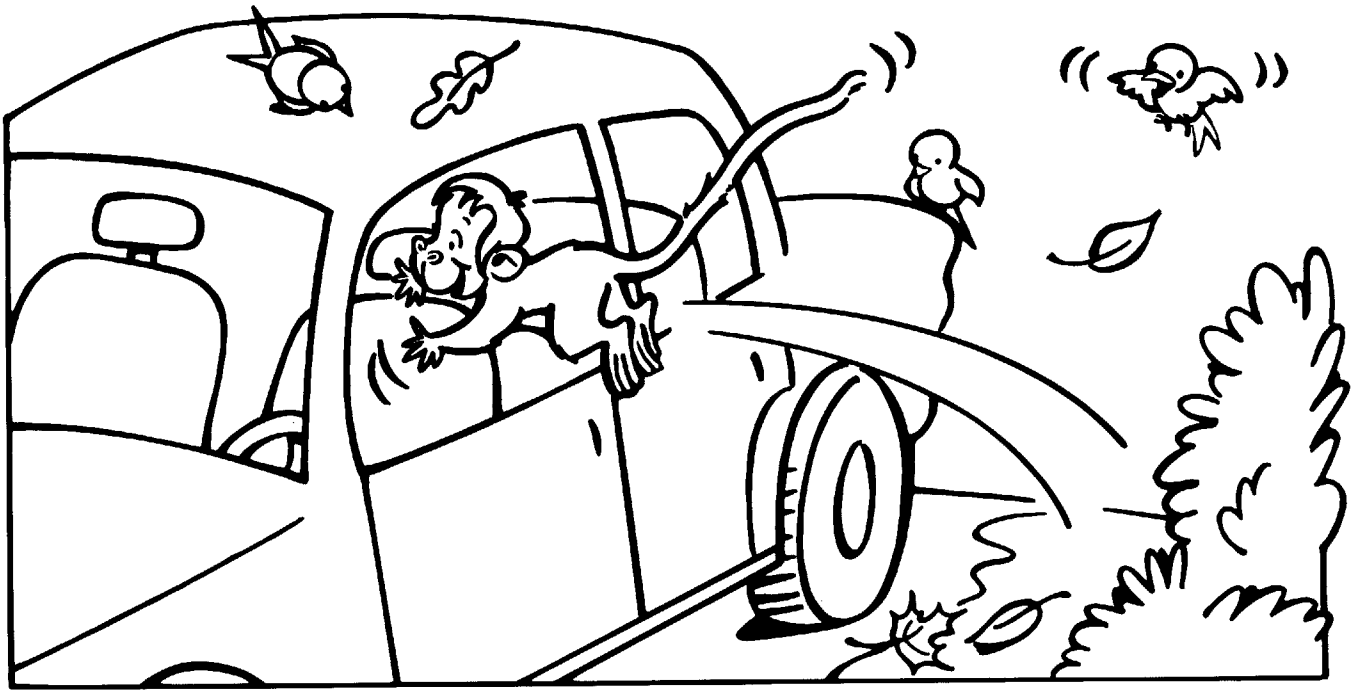
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LEVEL aa	
A	Fountas & Pinnell
1	Reading Recovery
A-1	DRA

Correlation

In
Level aa leveled Reader
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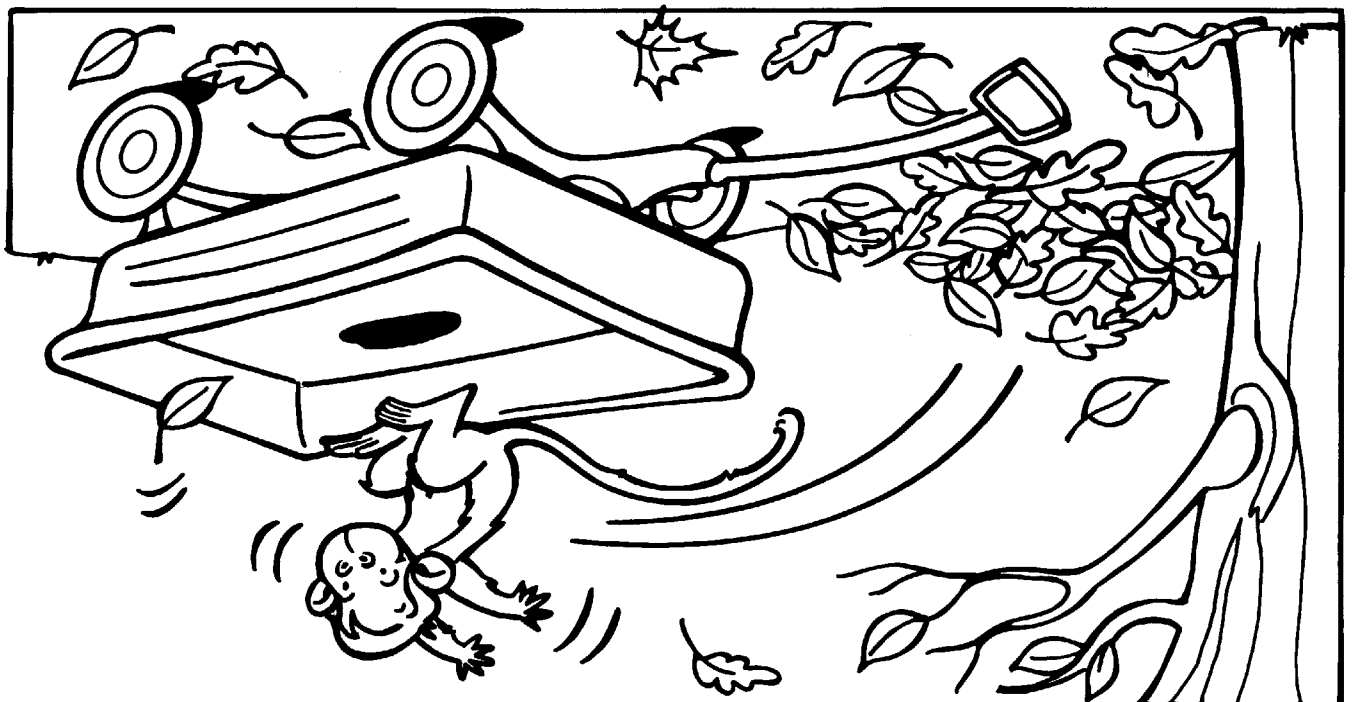


In the car.

3

In the wagon.

4



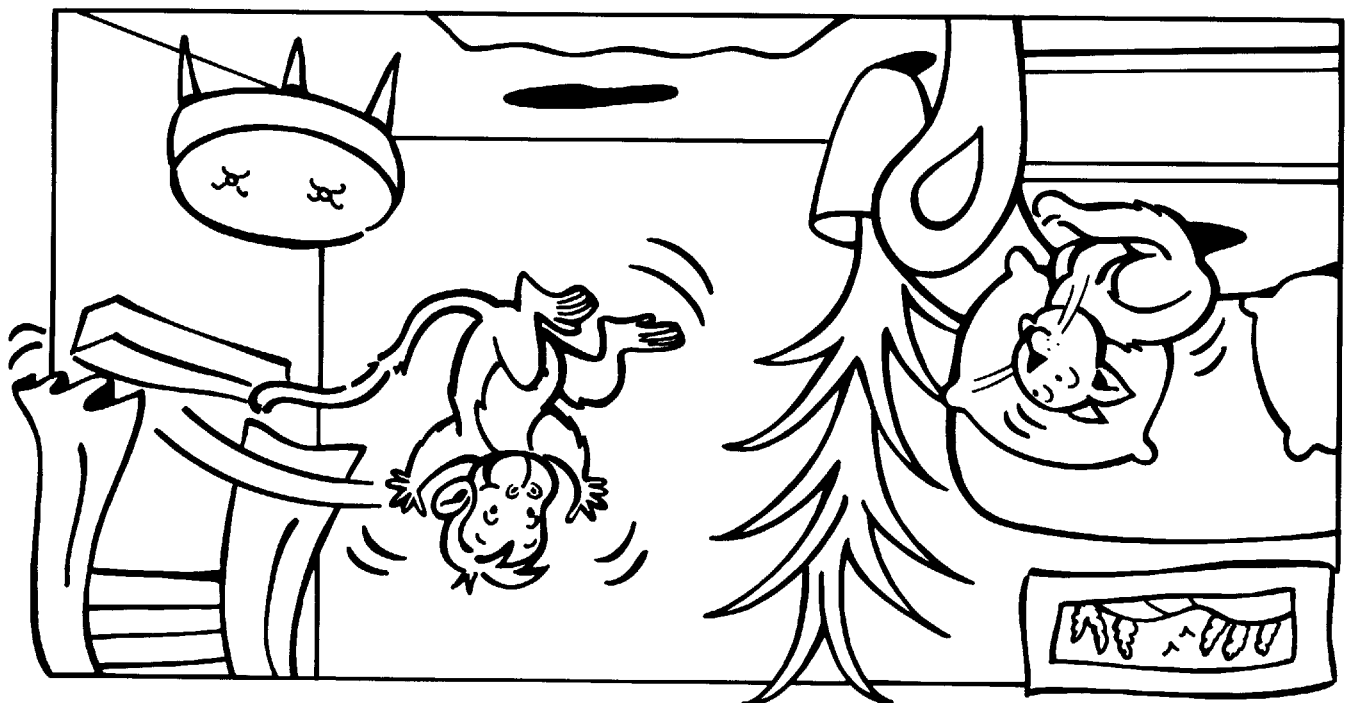


In the boat.

5

9

In the house.





In the water.

7

In the grass.

8



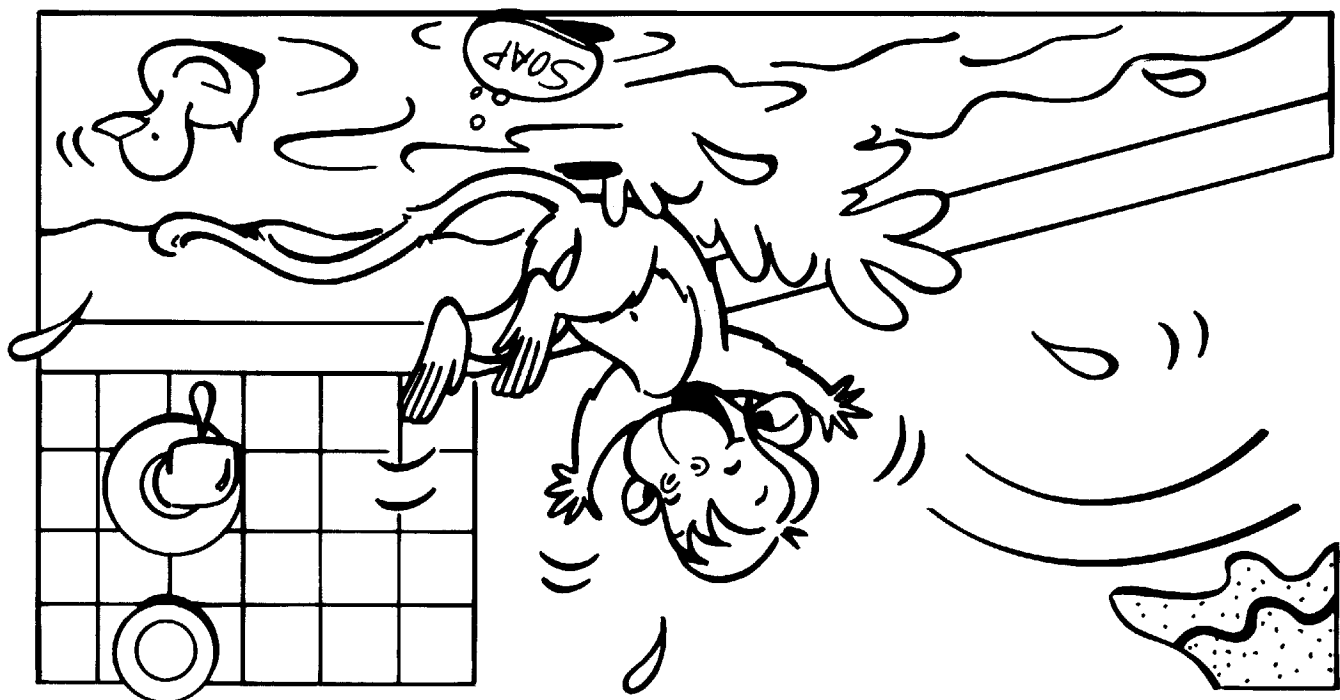


In the mud.

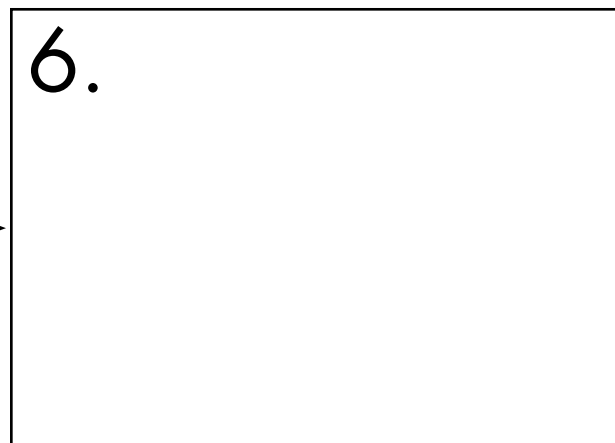
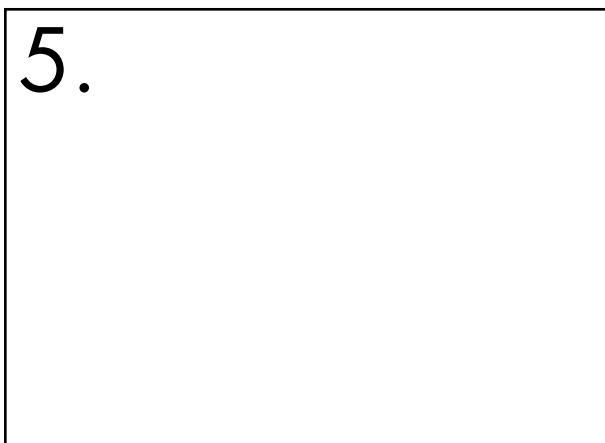
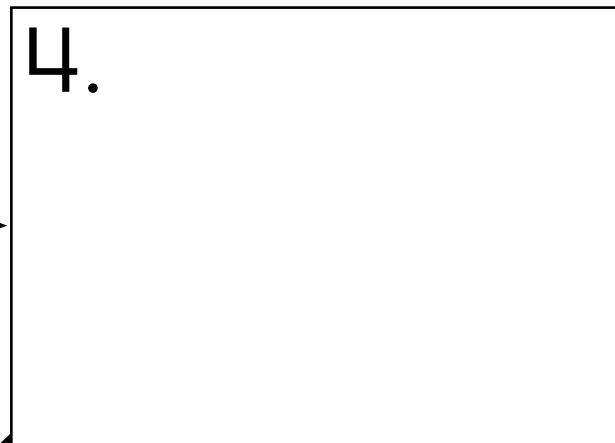
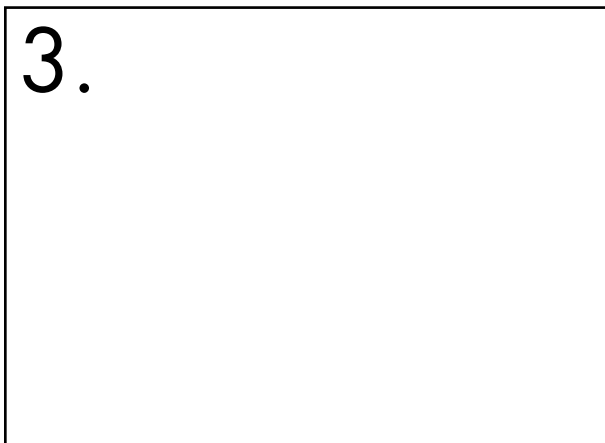
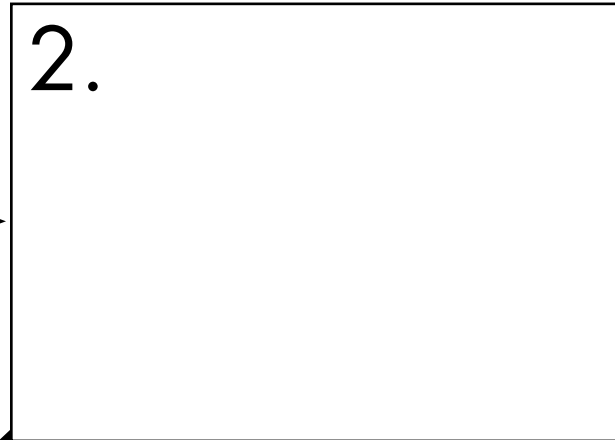
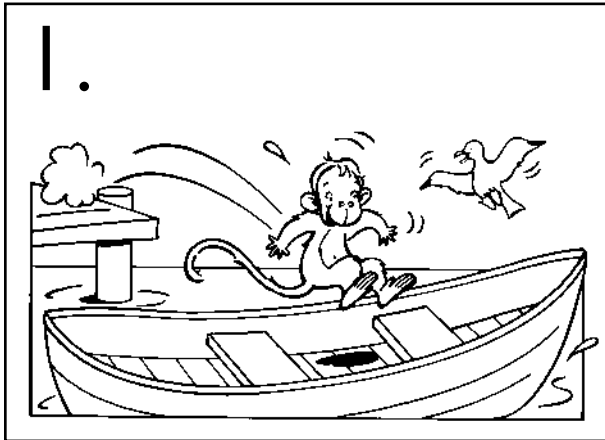
9

In the bathtub.

10



Name _____



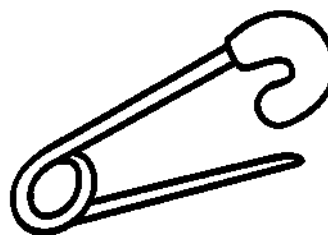
IN • LEVEL aa • 1

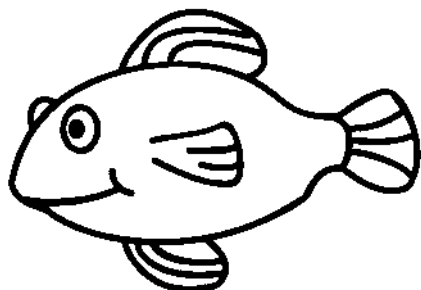
SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students draw and label in order what the monkey went in. Have them start with the event after the monkey went in the boat. Students may use the book for reference.

Name _____

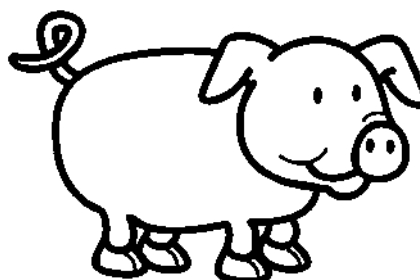






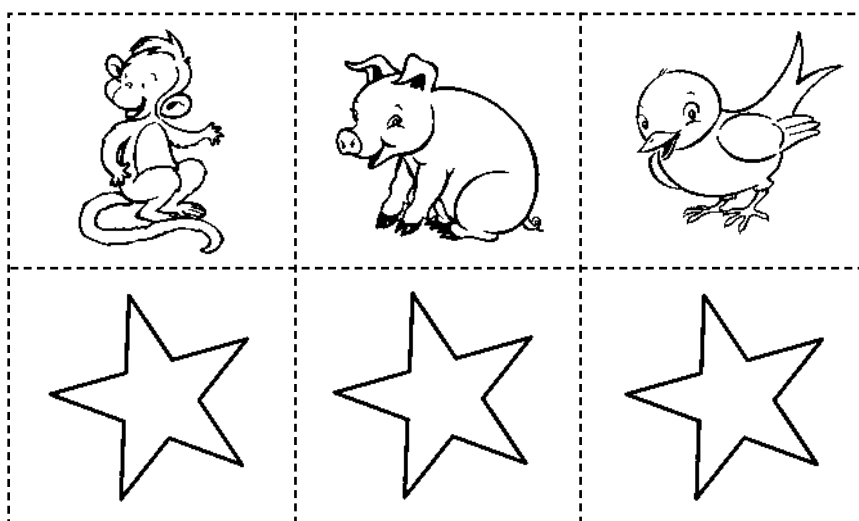
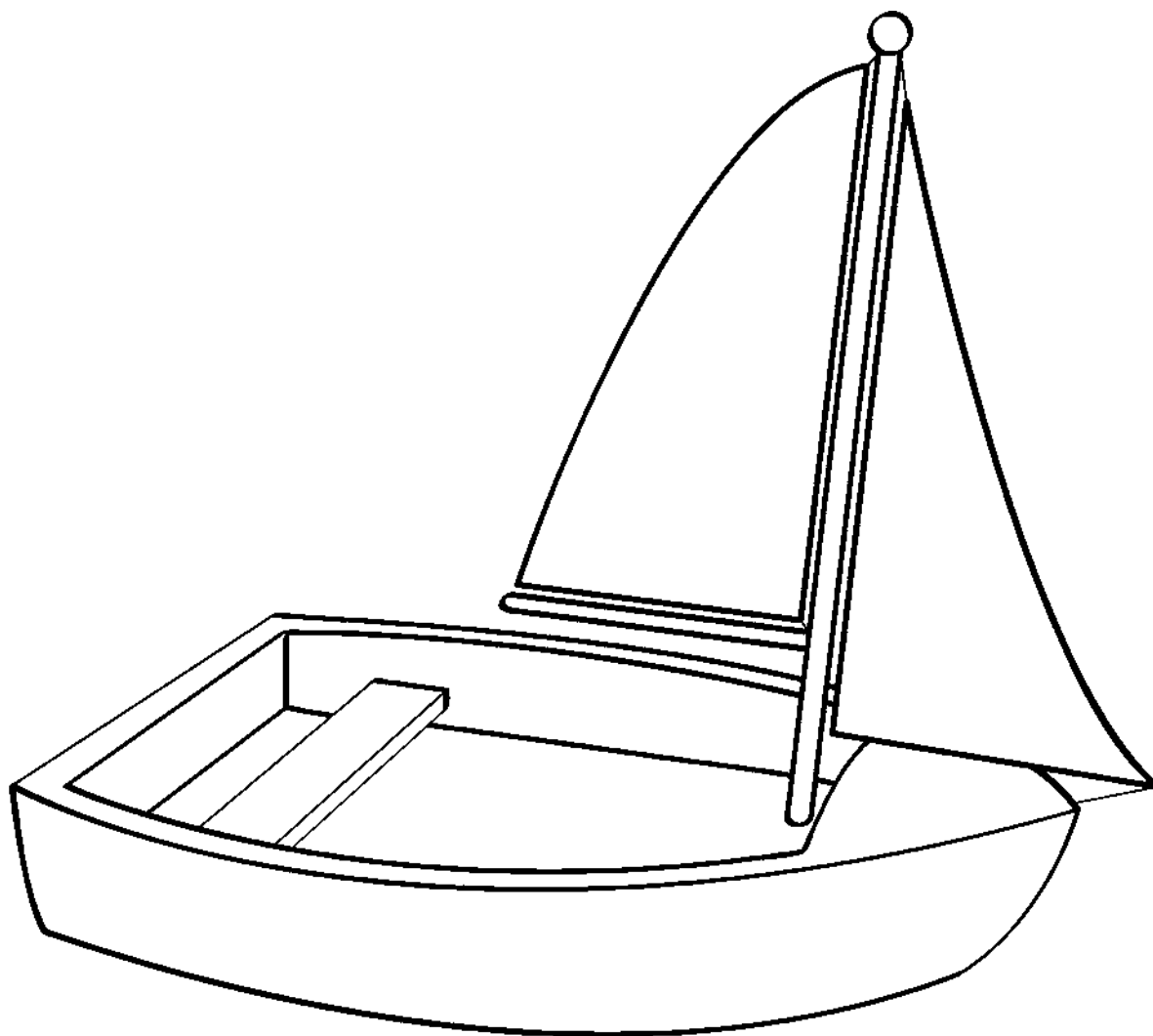






INSTRUCTIONS: Have students write the letter *i* under the pictures whose name contains the short /i/ vowel sound.

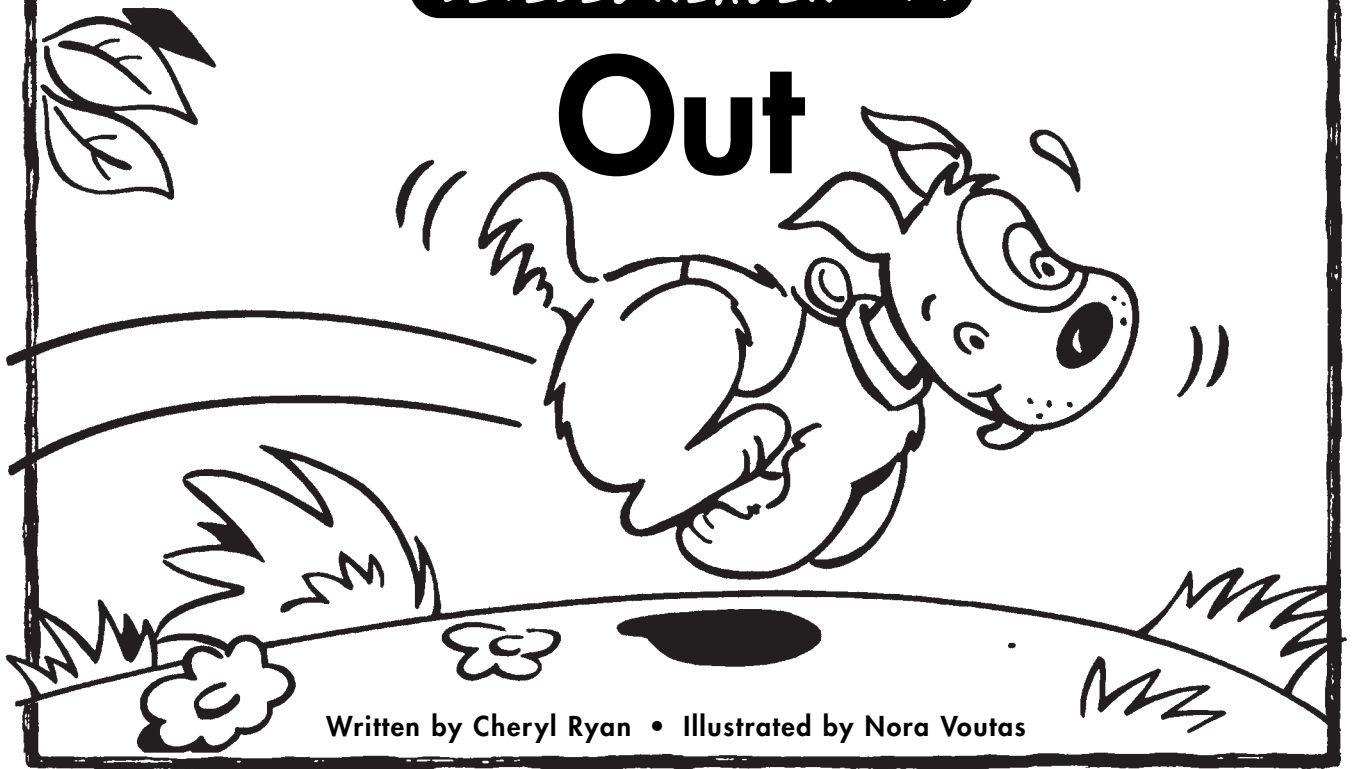
Name _____



INSTRUCTIONS: Have students cut out the animals and paste them *in* the boat. Have them cut out the stars and paste them *on* the boat.

LEVELED READER • aa

Out

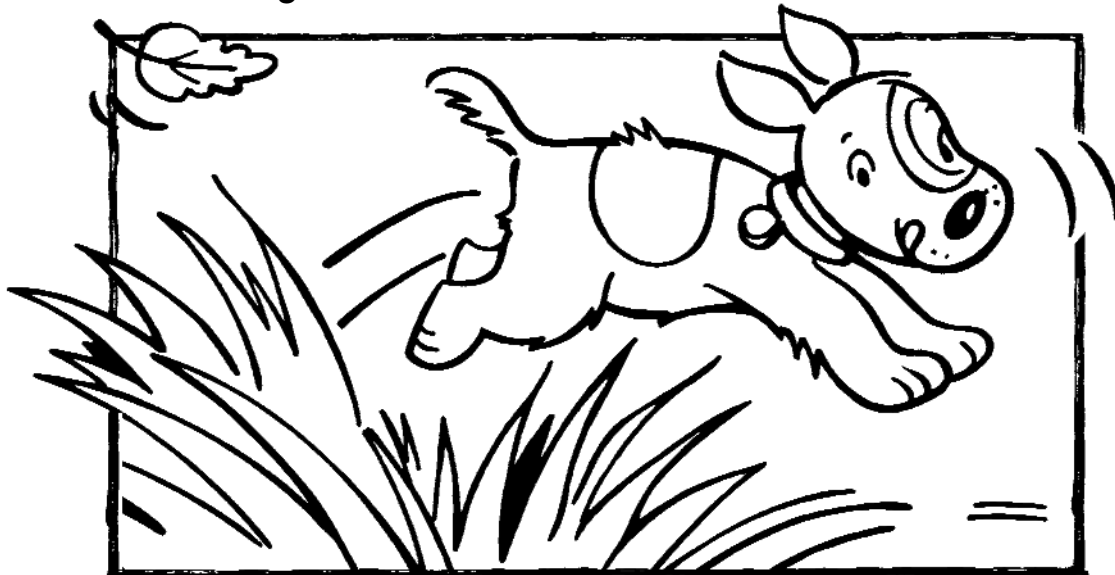


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Out

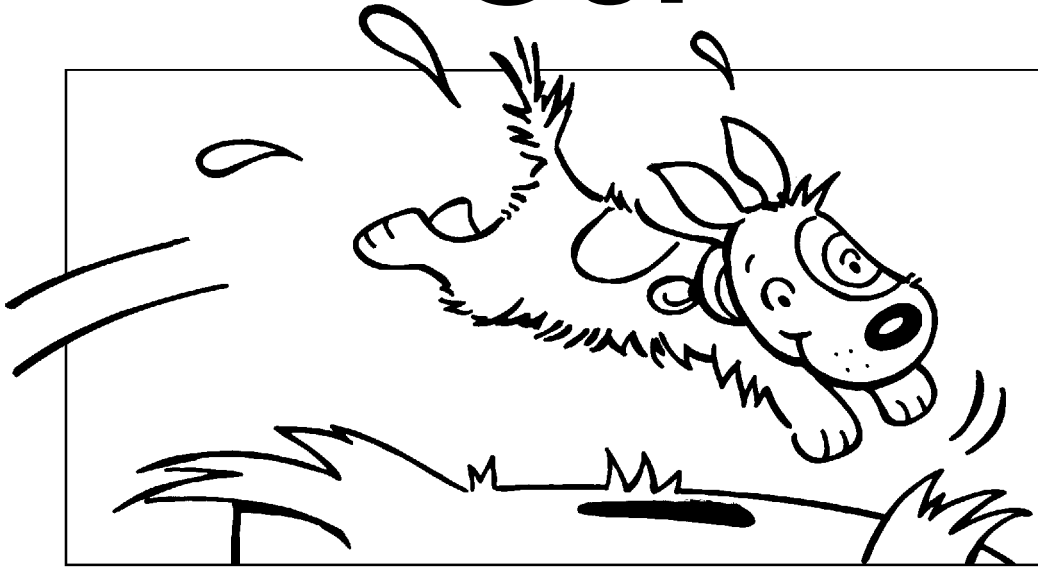
A Reading A-Z Level aa Leveled Reader • Word Count: 32



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Out



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LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Correlation

Out
Level aa leveled Reader
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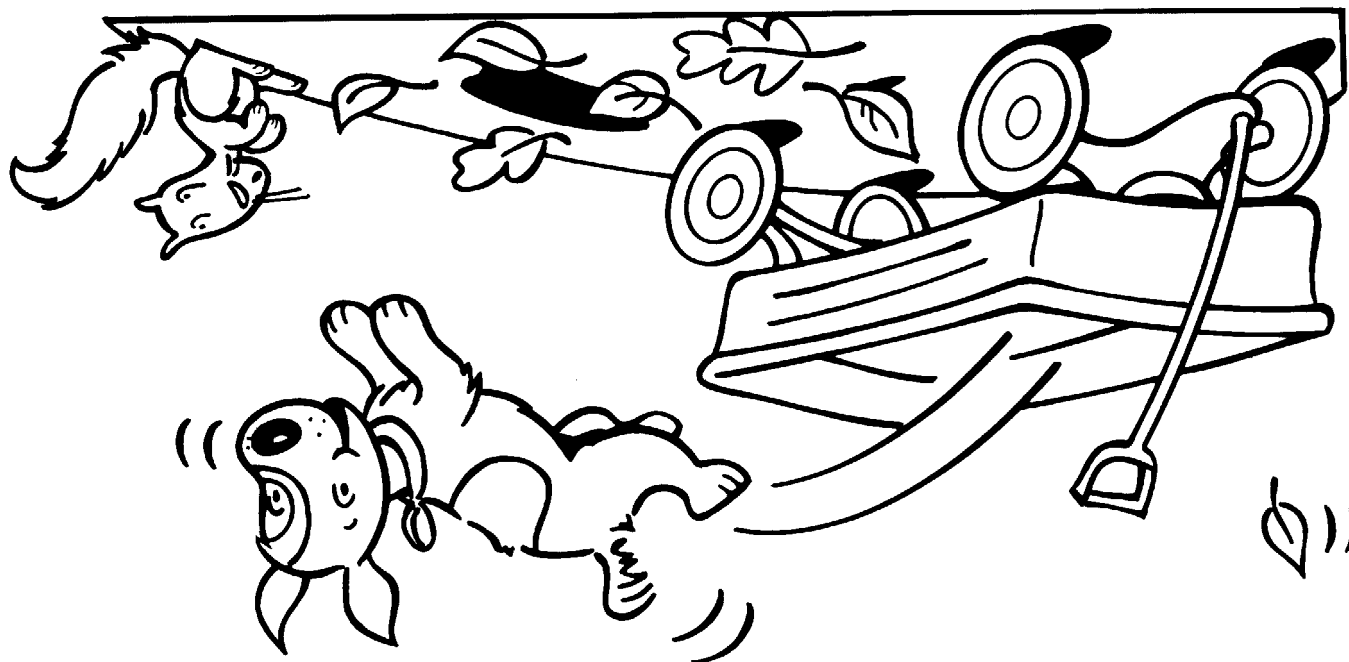


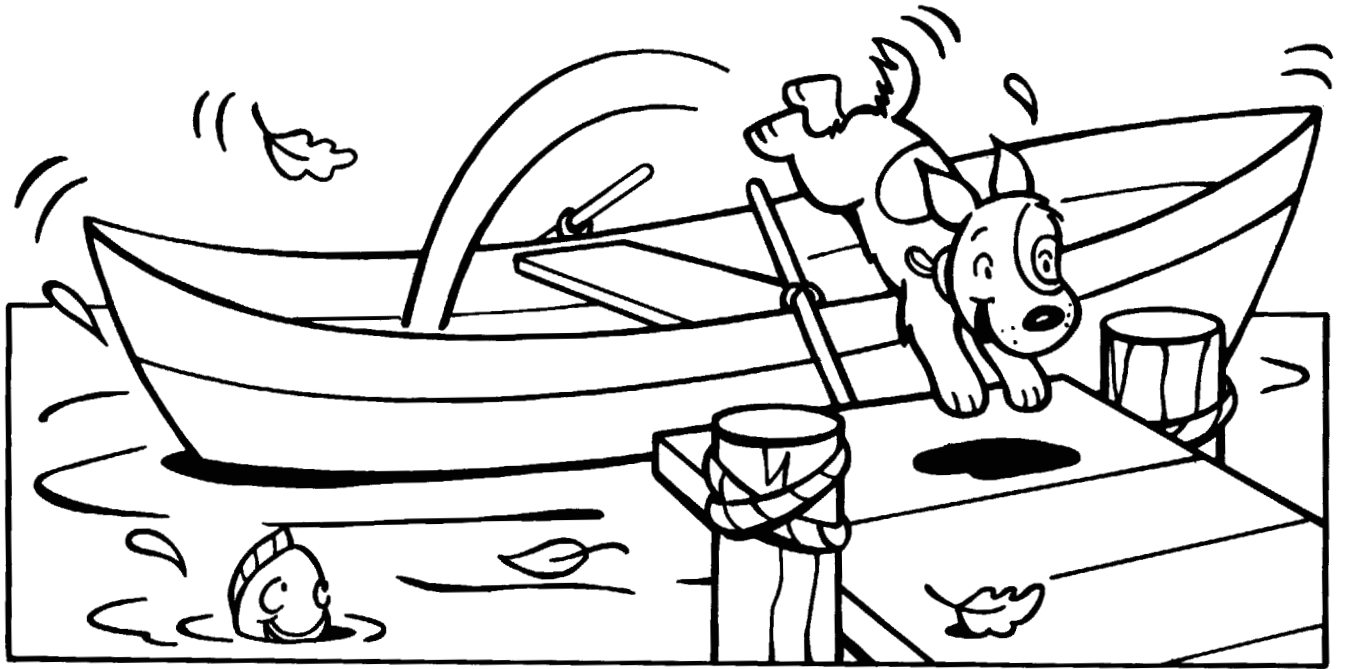
Out of the car.

3

Out of the wagon.

4



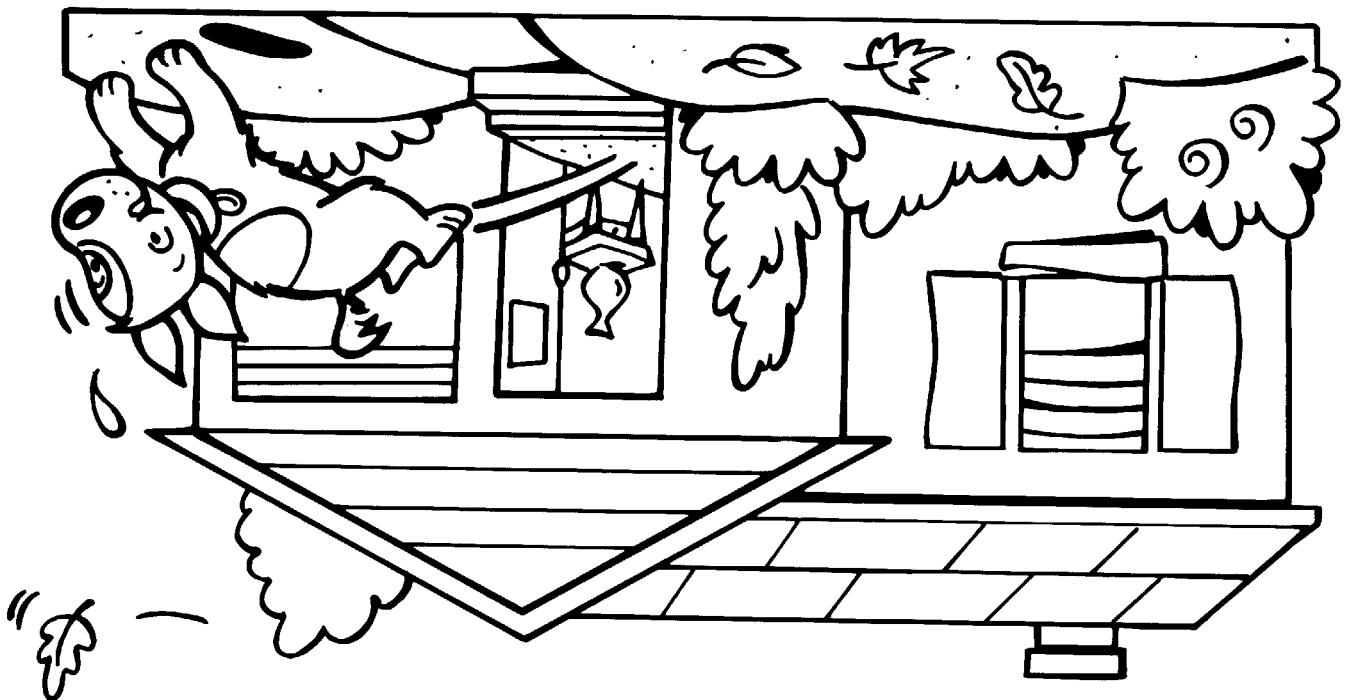


Out of the boat.

5

Out of the house.

9



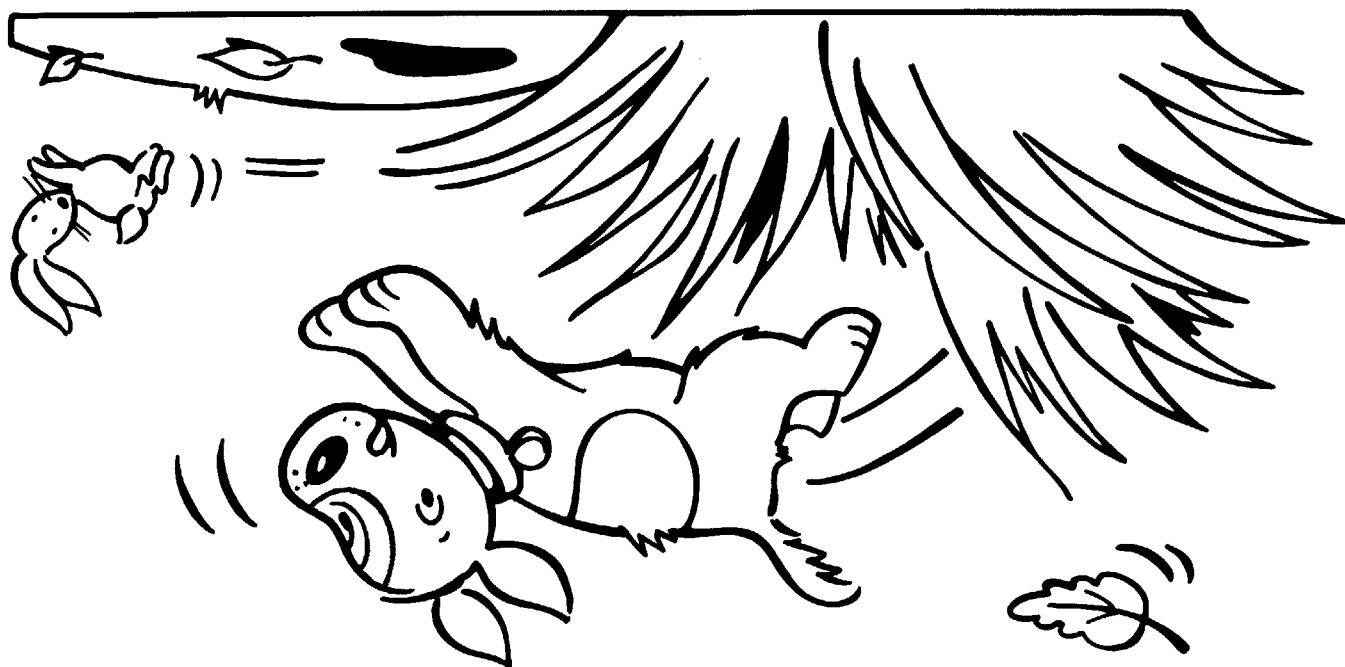


Out of the water.

7

Out of the grass.

8



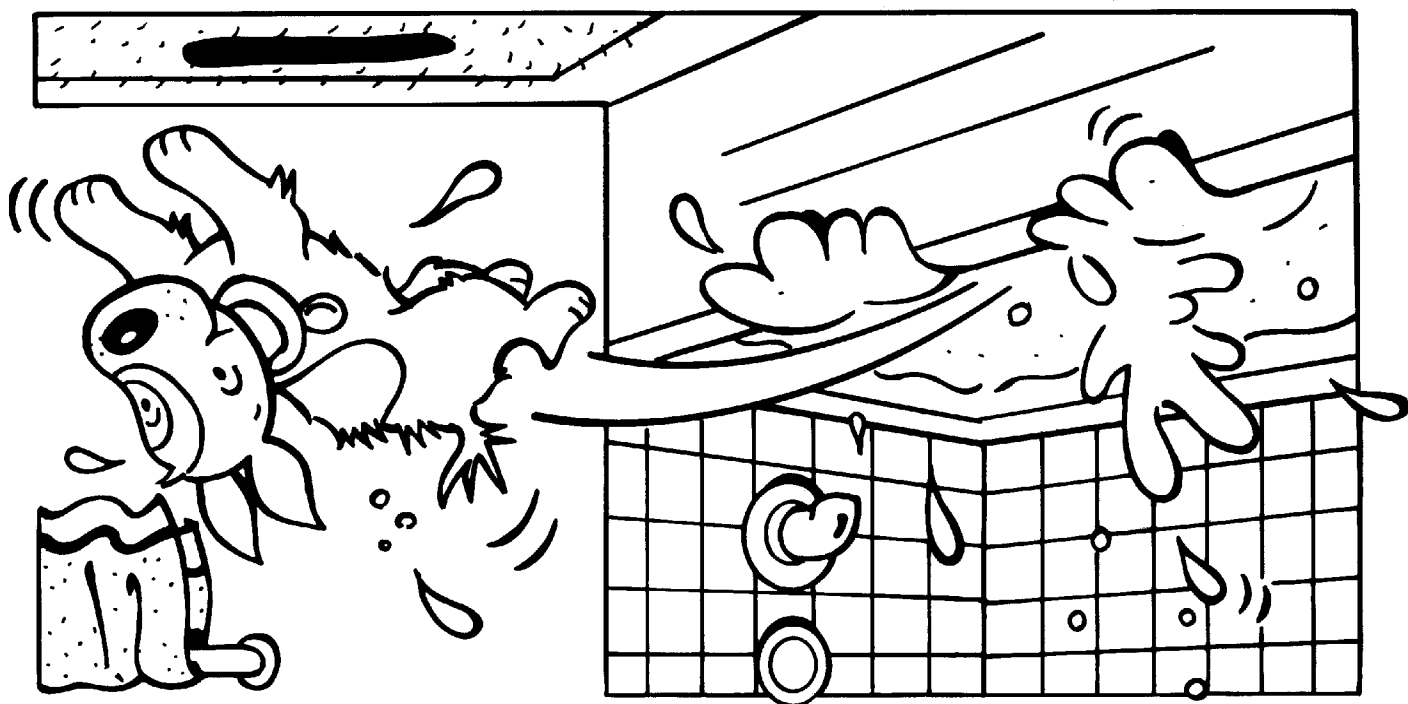


Out of the mud.

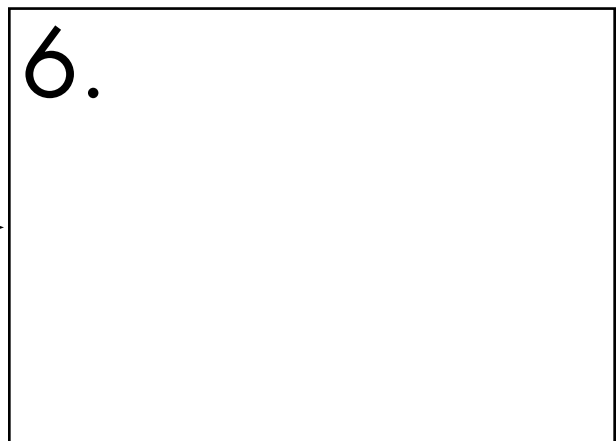
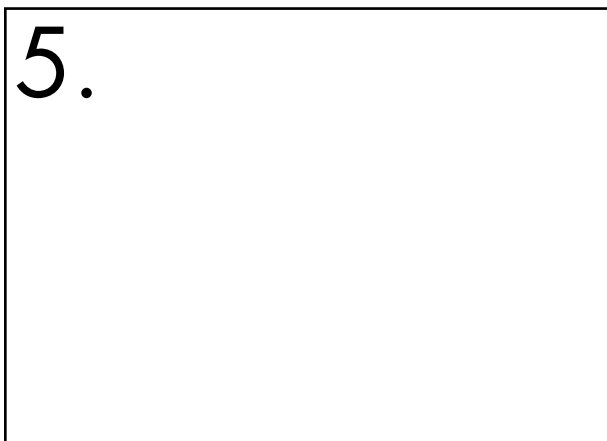
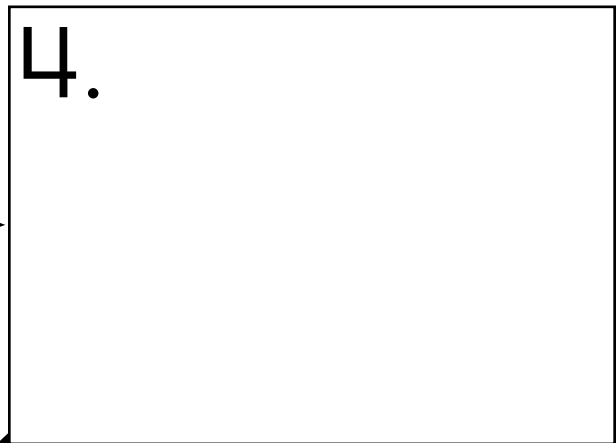
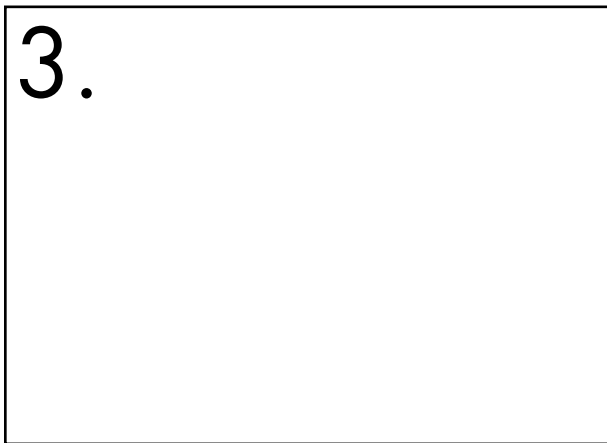
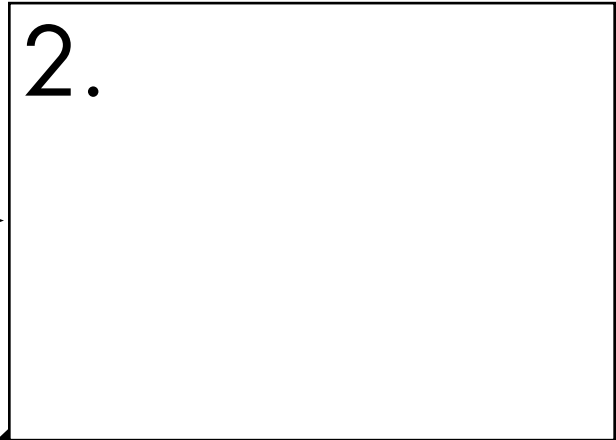
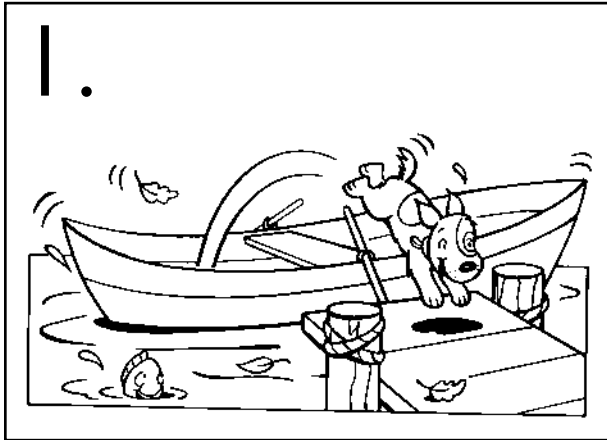
9

Out of the bathtub.

10



Name _____

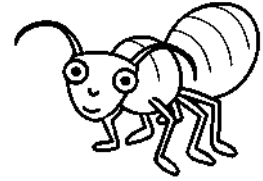


OUT • LEVEL aa • 1

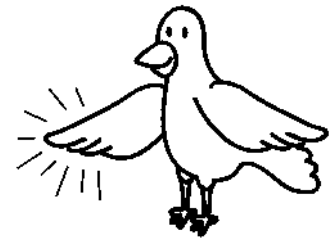
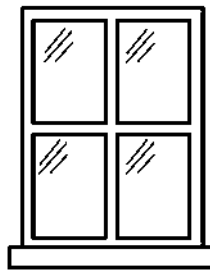
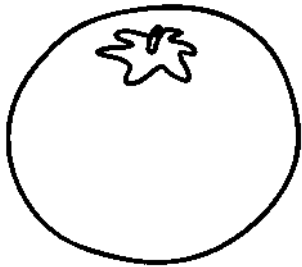
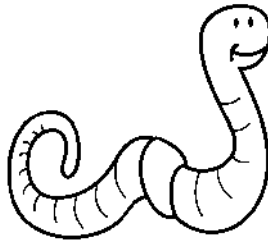
SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students draw and/or write what the dog came out of in the order shown in the book. Have them start with the events after the dog jumps out of the boat.

Name _____



OUT • LEVEL aa • 2



SKILL: INITIAL CONSONANT Ww

INSTRUCTIONS: Have students write the letter *Ww* under each picture whose name starts with the /w/ sound. Then have them put an X on each picture whose name does not start with the /w/ sound.

On

A Reading A-Z Level aa Leveled Reader

Word Count: 24

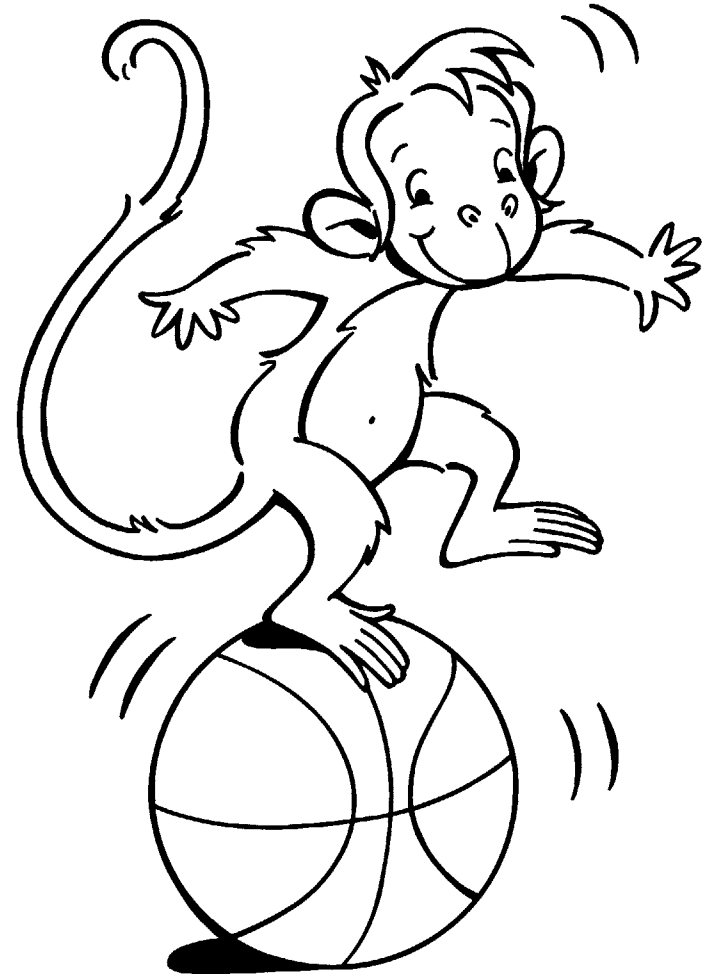


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On



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Level aa Leveled Reader
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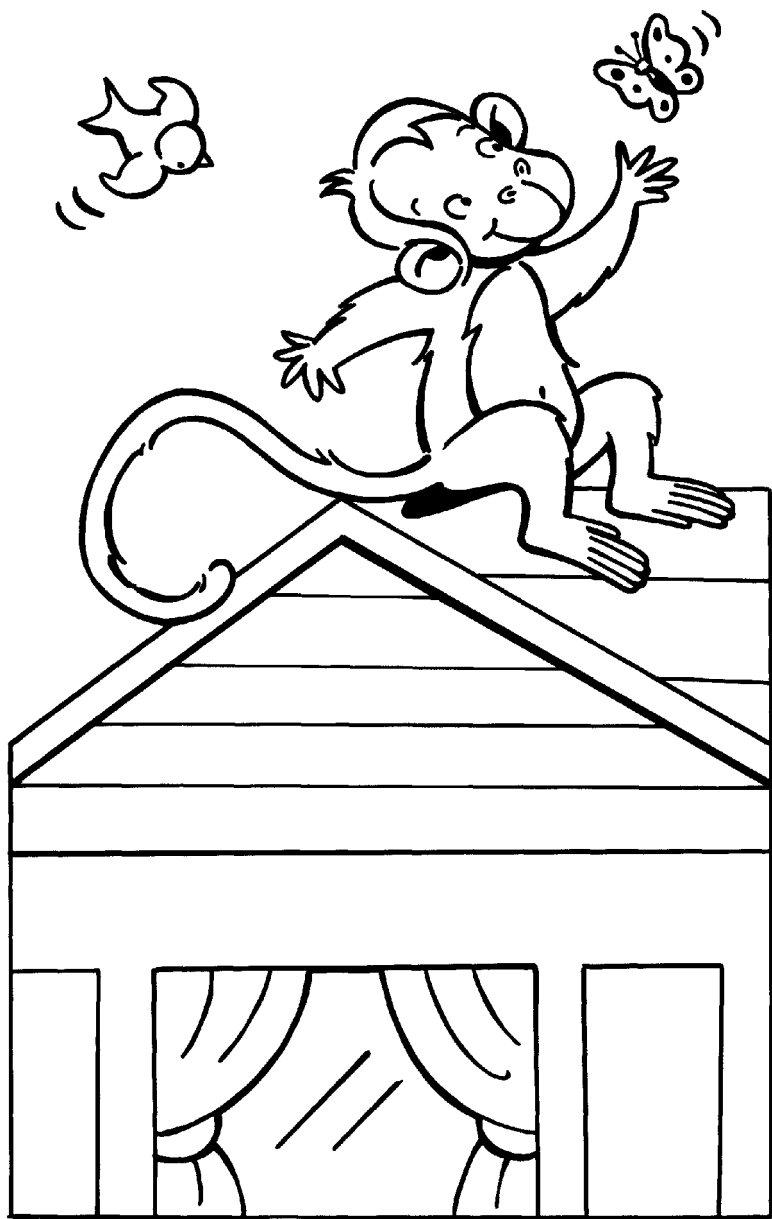
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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



On the house.



On the bike.



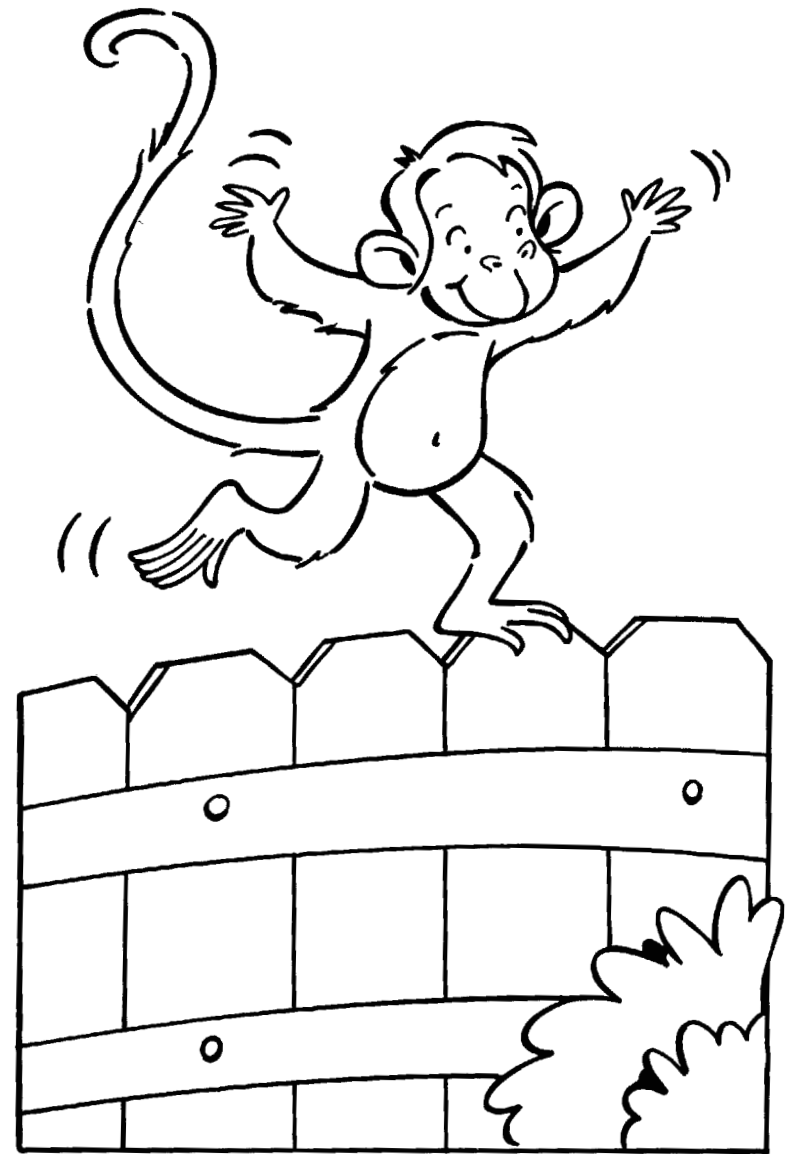
On the swing.



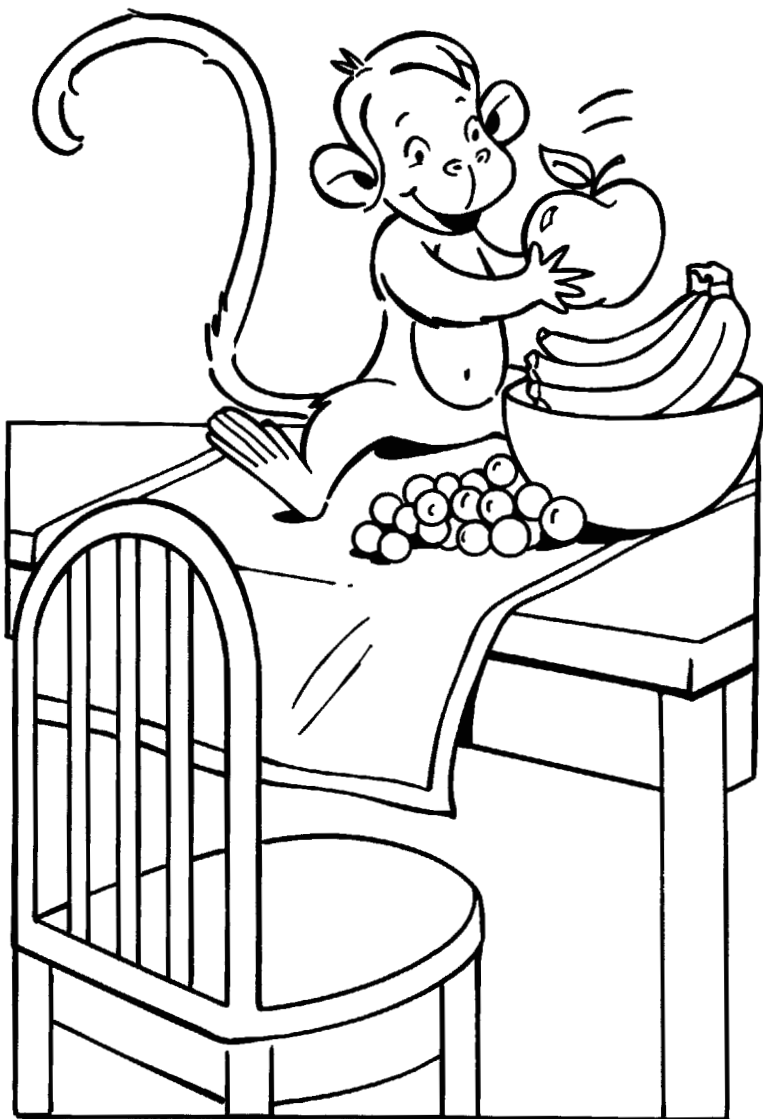
On the bed.



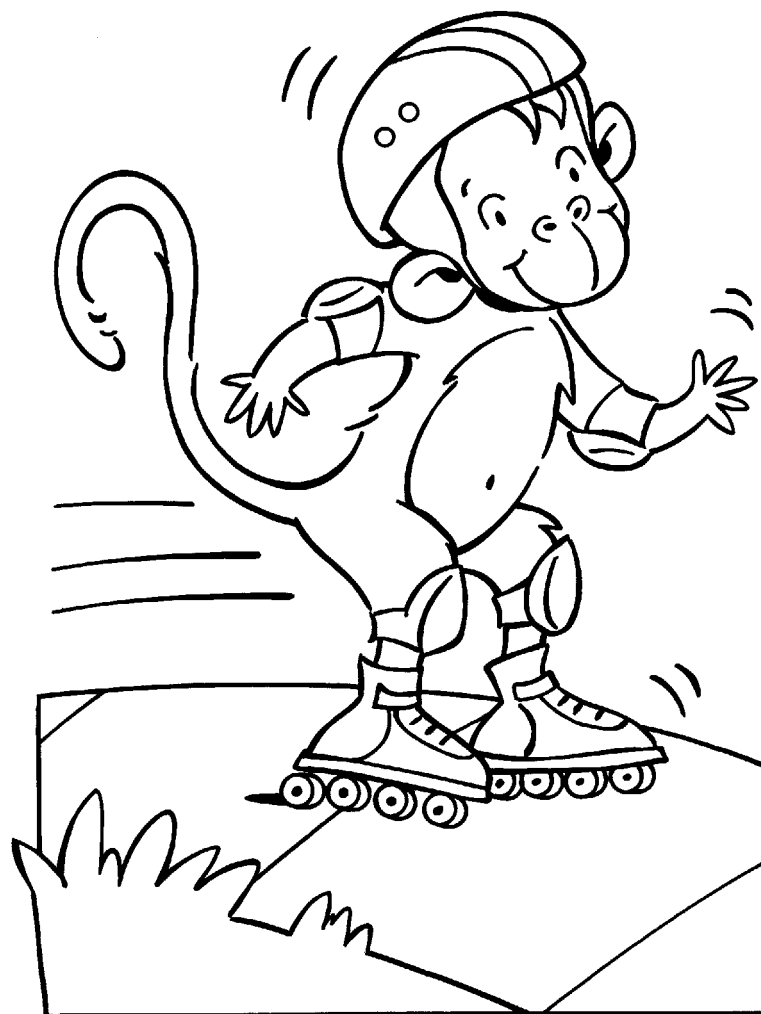
On the airplane.



On the fence.



On the table.



On the skates.

Name _____

Reality	Fantasy
	

ON • LEVEL aa • 1

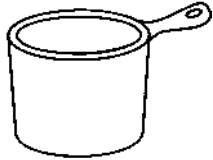
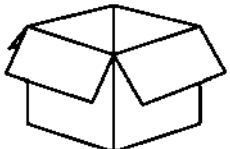
SKILL: REALITY AND FANTASY

INSTRUCTIONS: Have students draw two things that could really happen in the first column and two things that could not happen in the second column.

Name _____

hot

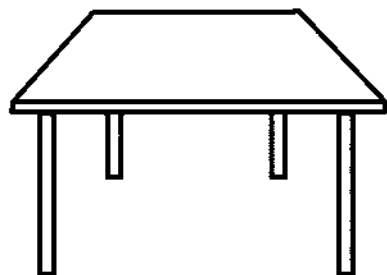
ON • LEVEL aa • 2

 m _ _ p	 d _ _ g	 p _ _ t
 b _ _ x	 s _ _ x	 t _ _ b

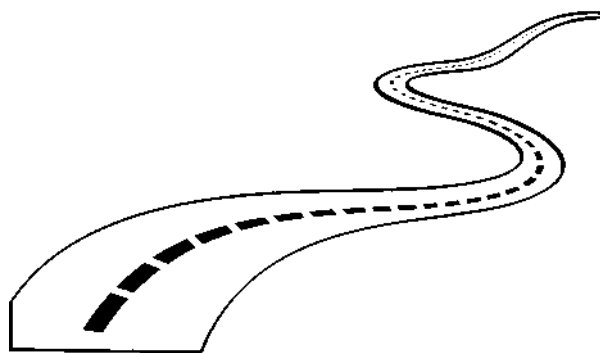
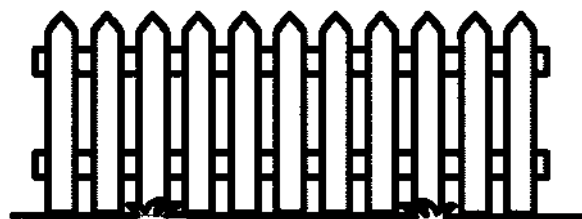
SKILL: SHORT /o/

INSTRUCTIONS: Name the pictures with students. Have students cut out the pictures and paste those whose name contains the short /o/ sound in the box. Ask them to write the letter o to complete each of the words.

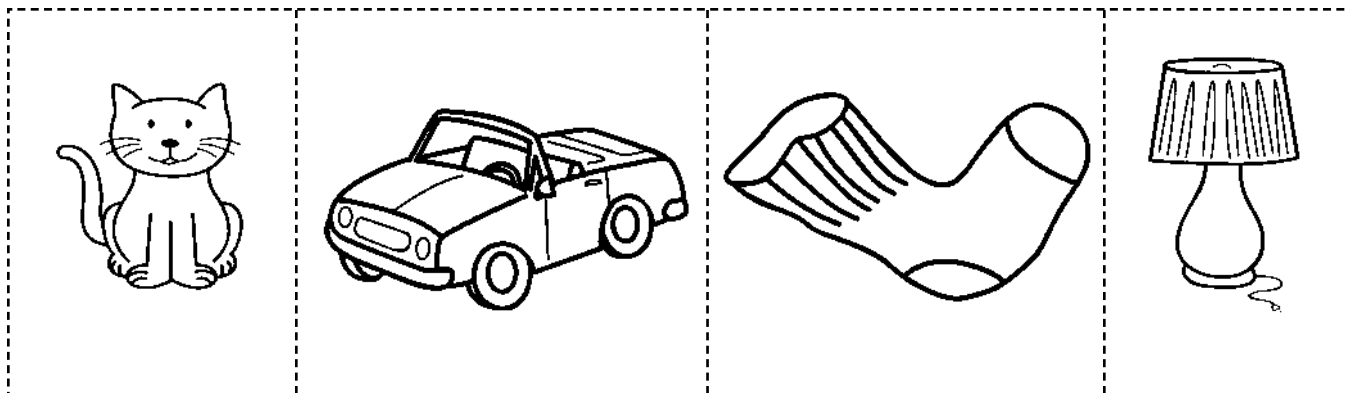
Name _____



The lamp is on the table. The sock is on the foot.



The cat is on the fence. The car is on the road.

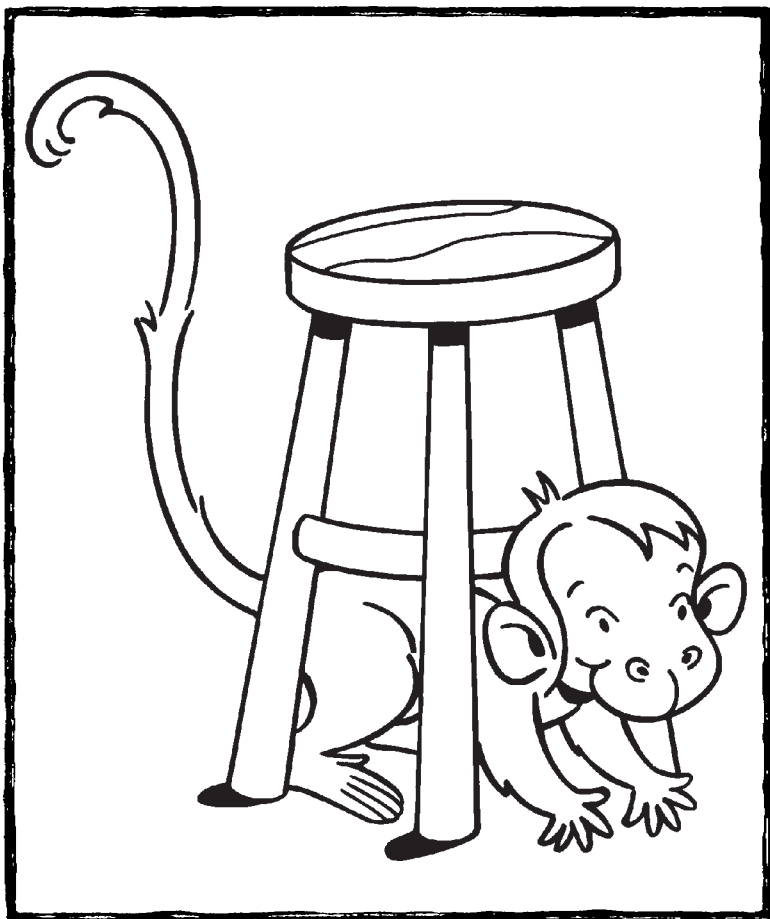


INSTRUCTIONS: Have students cut out the objects at the bottom of the page and place them where they belong according to the sentences.

Under

A Reading A-Z Level aa Leveled Reader

Word Count: 24




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Under



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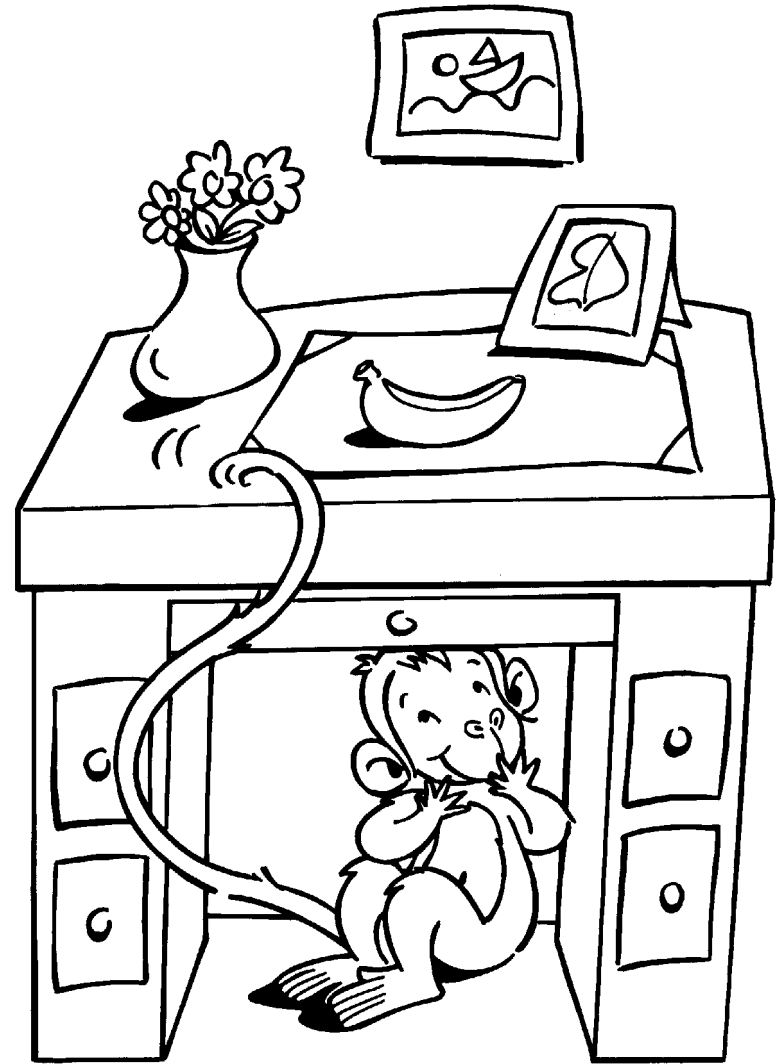
www.readinga-z.com

Correlation

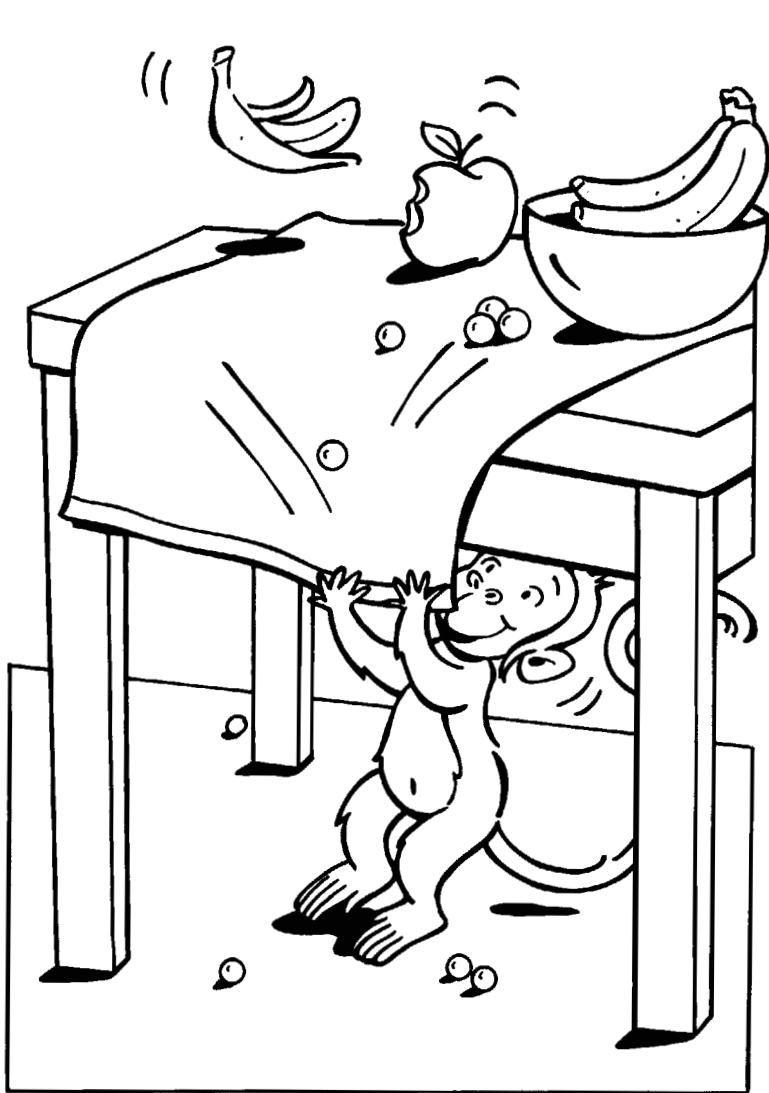
LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



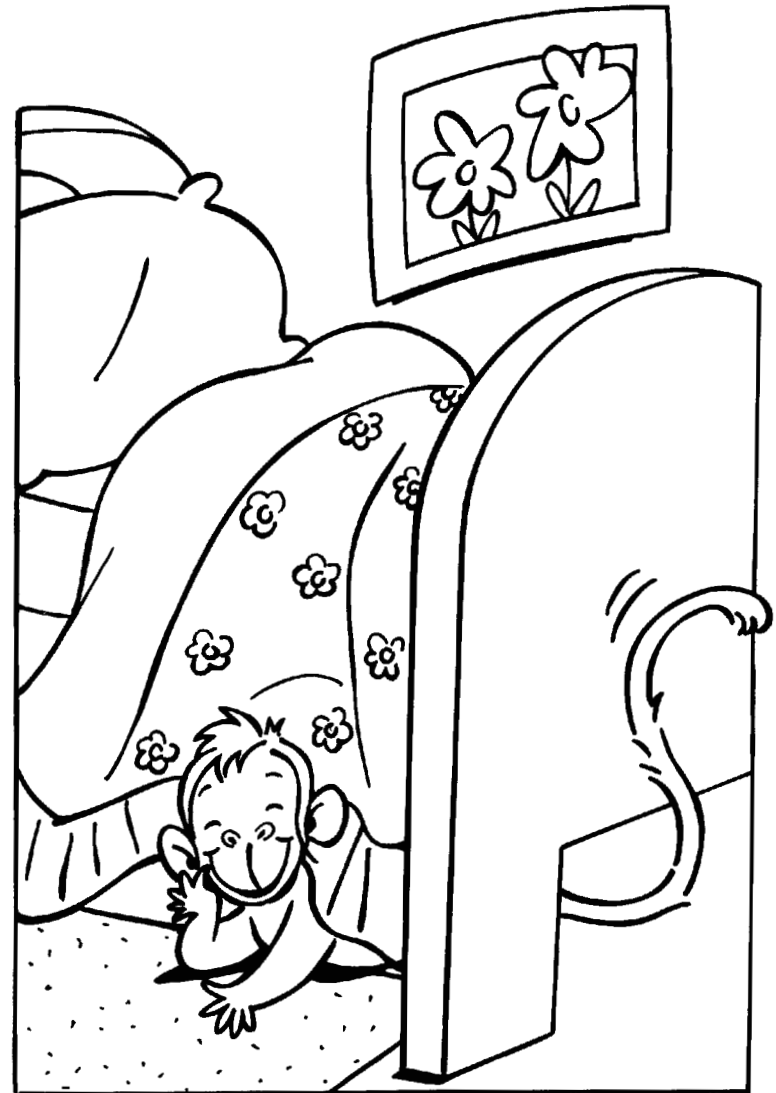
Under the chair.



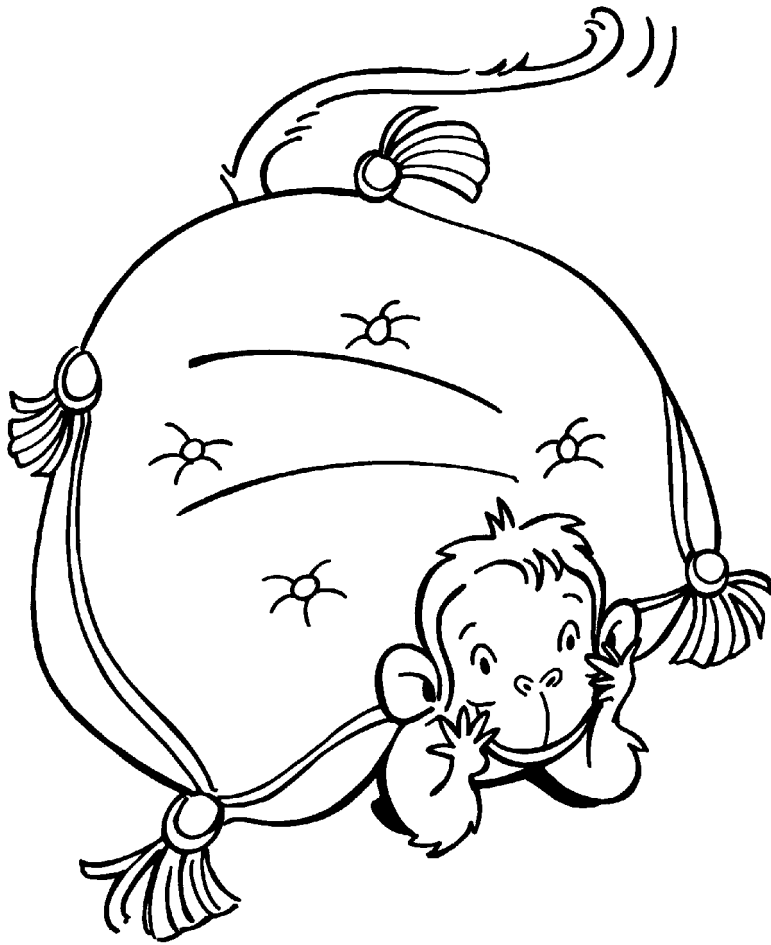
Under the desk.



Under the table.



Under the bed.



Under the pillow.



Under the umbrella.



Under the swing.



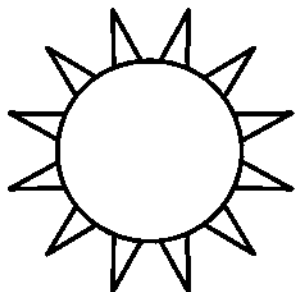
Under the tree.

Name _____

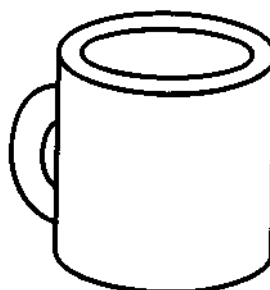
Reality	Fantasy
	

INSTRUCTIONS: Have students draw and label two things that are real in the first column and two things that are fantasy in the second column.

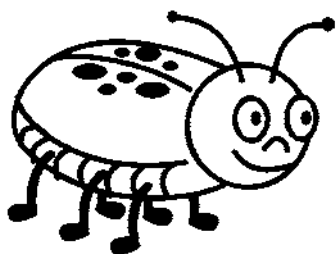
Name _____



s		n
---	--	---



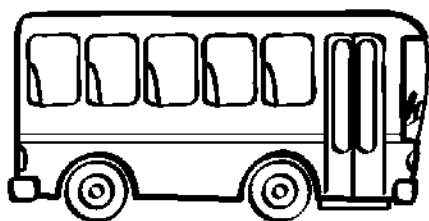
m		g
---	--	---



b		g
---	--	---



n		t
---	--	---



b		s
---	--	---



j		g
---	--	---

INSTRUCTIONS: Have students add the letter *u* in each space to make a short /u/ vowel word. Have them read each word with a partner once they finish the worksheet.

Pets

A Reading A-Z Level aa Leveled Reader

Word Count: 16



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Pets



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Level aa Leveled Reader
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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The cat.



The dog.



The bunny.



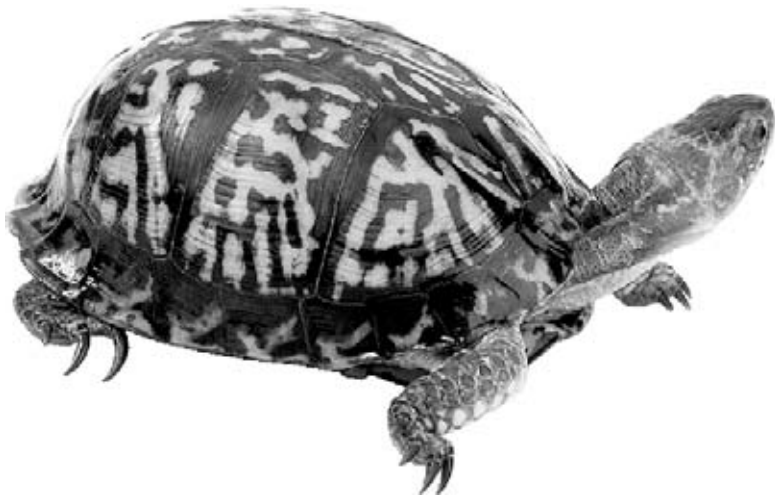
The bird.



The goldfish.



The mouse.

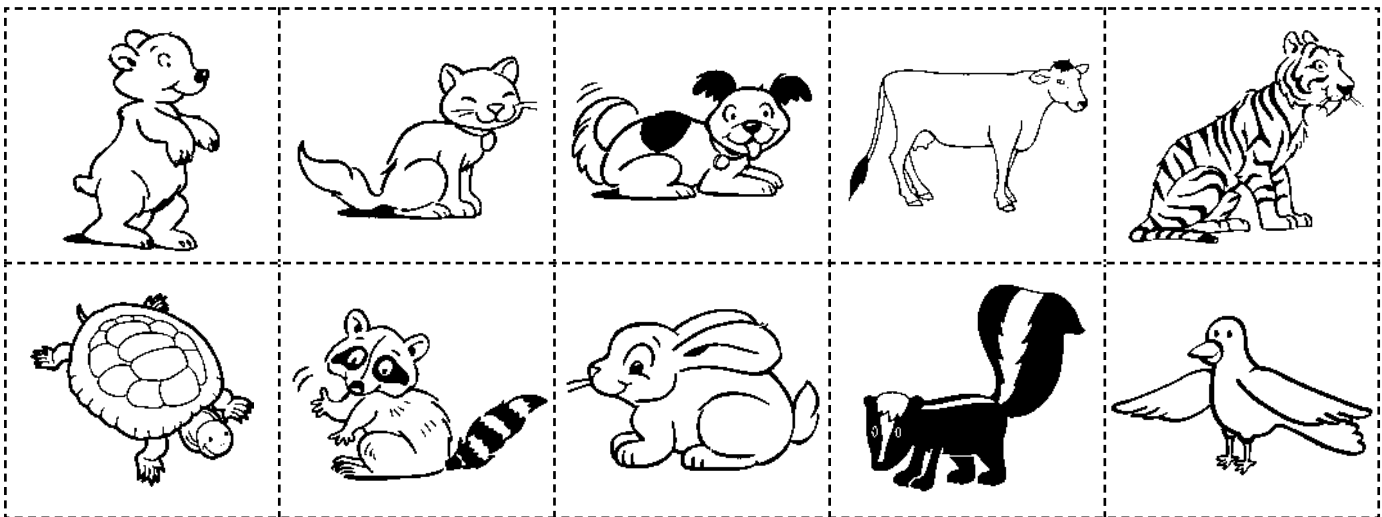
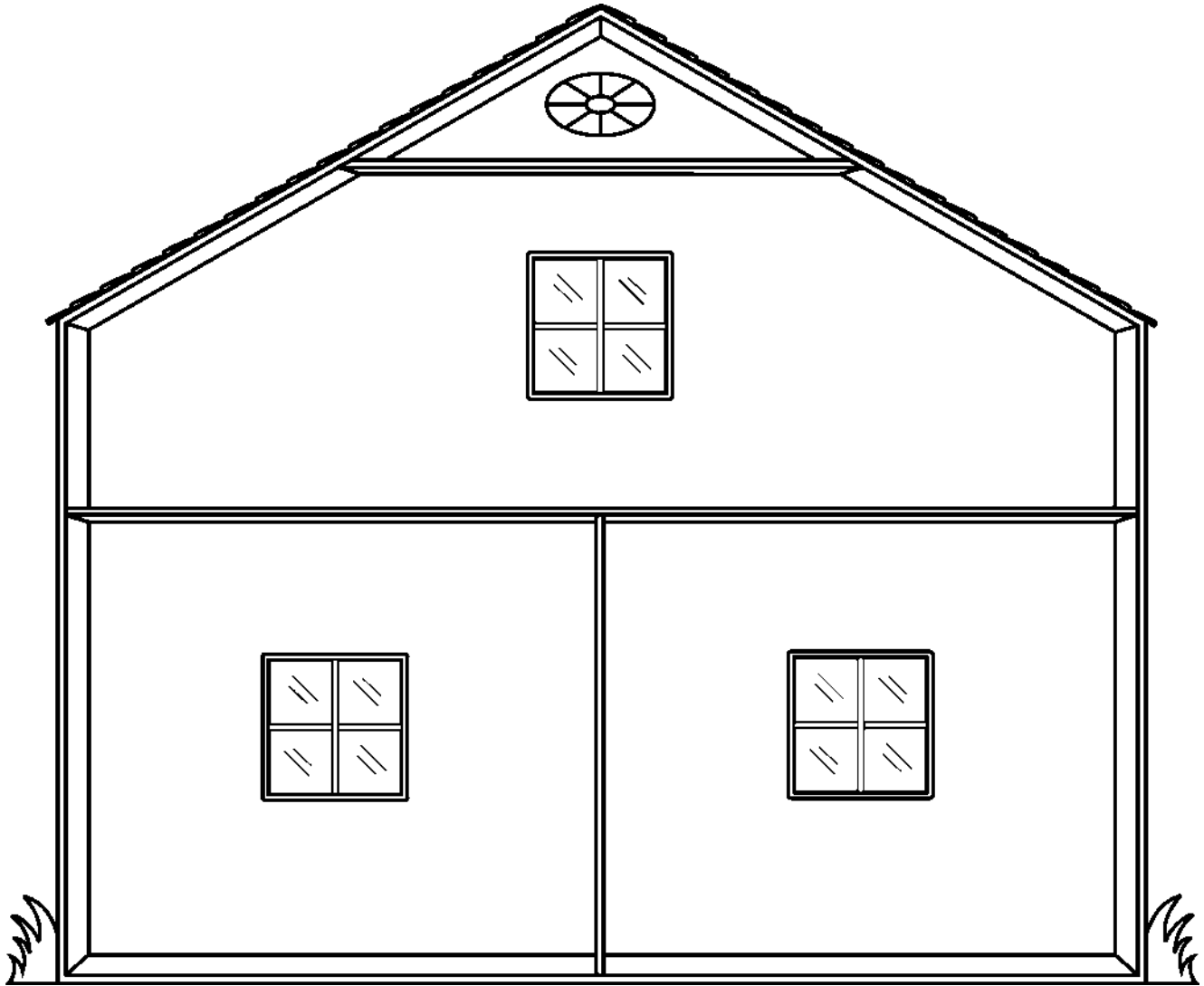


The turtle.



The hamster.

Name _____



INSTRUCTIONS: Have students cut out the pictures of animals that many people have as good pets and paste them in the house.

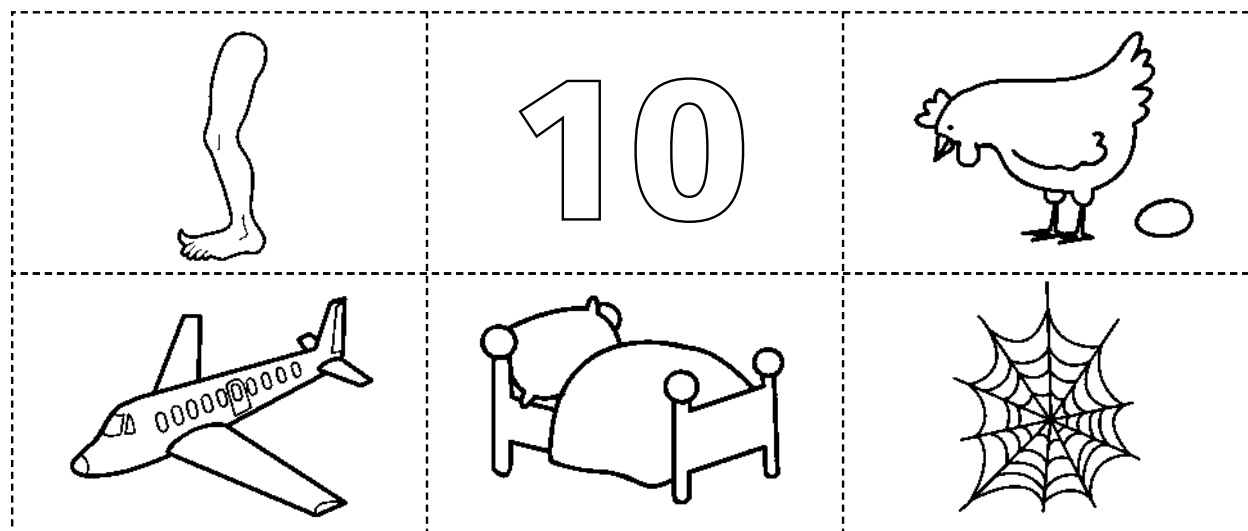
Name _____

--	--	--

b _ d w _ b h _ n

--	--	--

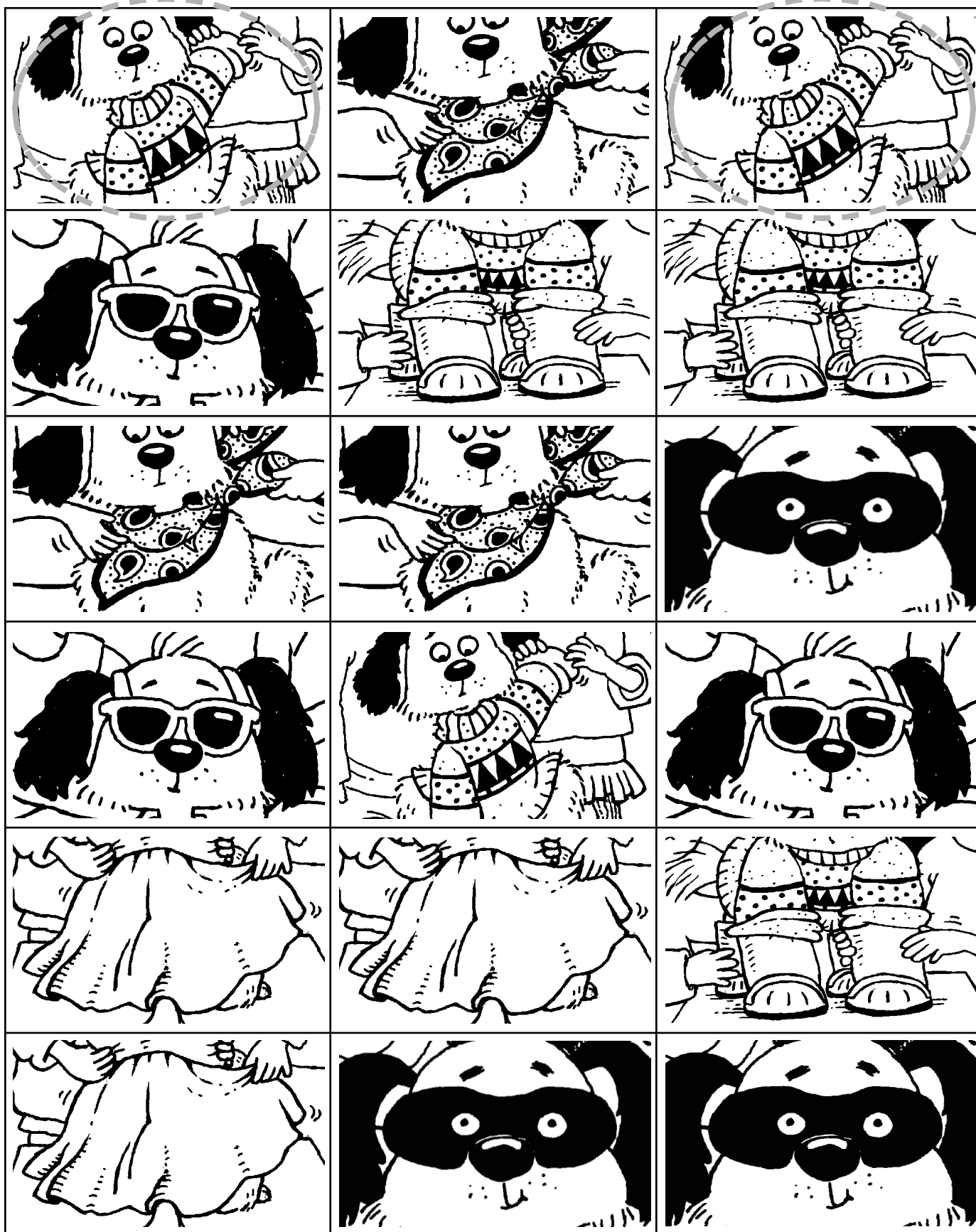
j _ t l _ g t _ n



INSTRUCTIONS: Have students write the letter e in the blanks and read the words they have made. Then have them cut out the pictures and paste them in the boxes above the correct words.

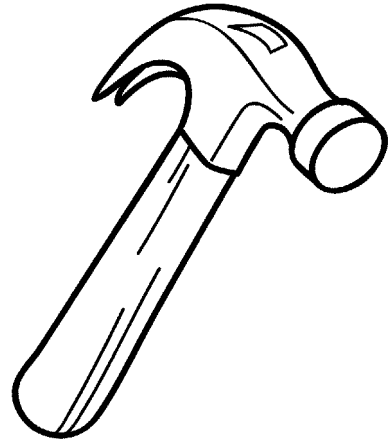
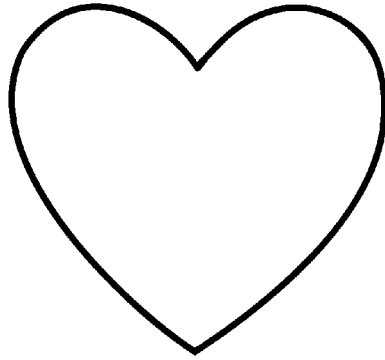
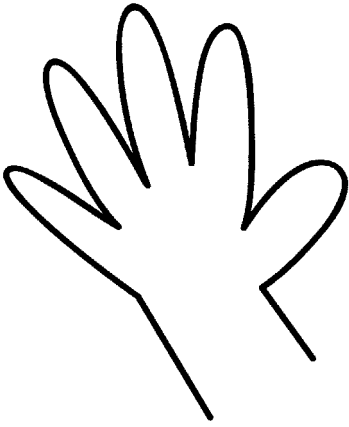
Name _____

INSTRUCTIONS: Have students circle the objects in each row that are the same.

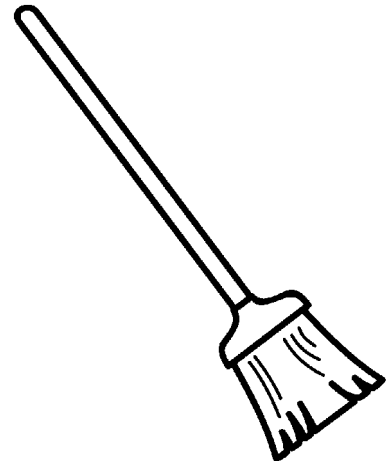
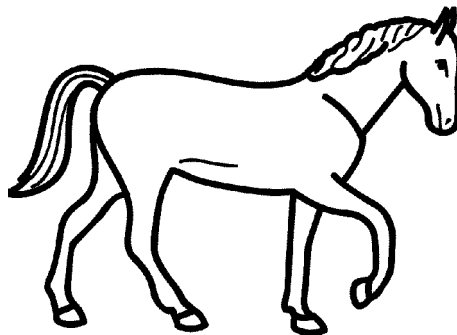
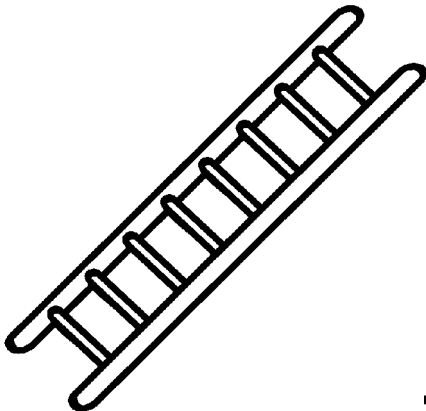
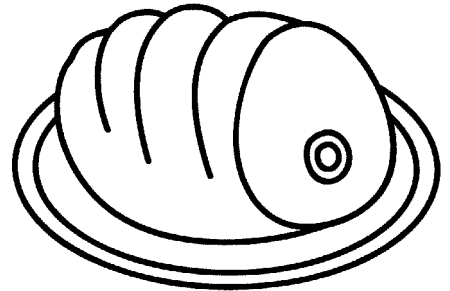
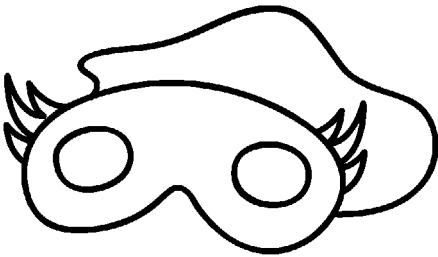


Name _____

INSTRUCTIONS: Have students color the pictures that have *h* as the first letter.



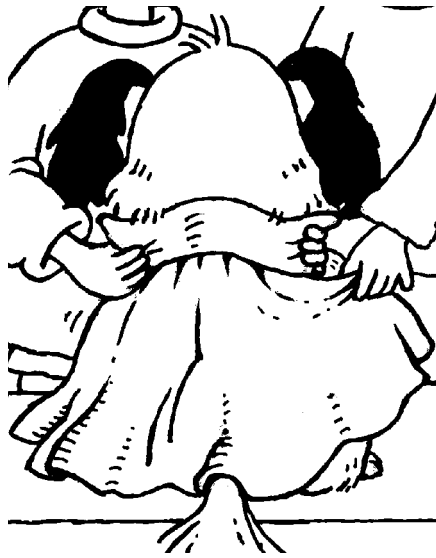
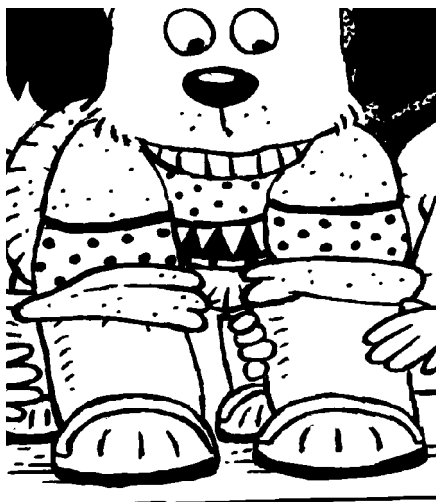
H h



Name _____

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INSTRUCTIONS: Have students cut out the picture cards and sort them according to the items worn in each season. Then have them sort the clothes into other groups of their choosing and tell what the groups are.



Fido Gets Dressed

A Reading A-Z Level aa Leveled Reader

Word Count: 20

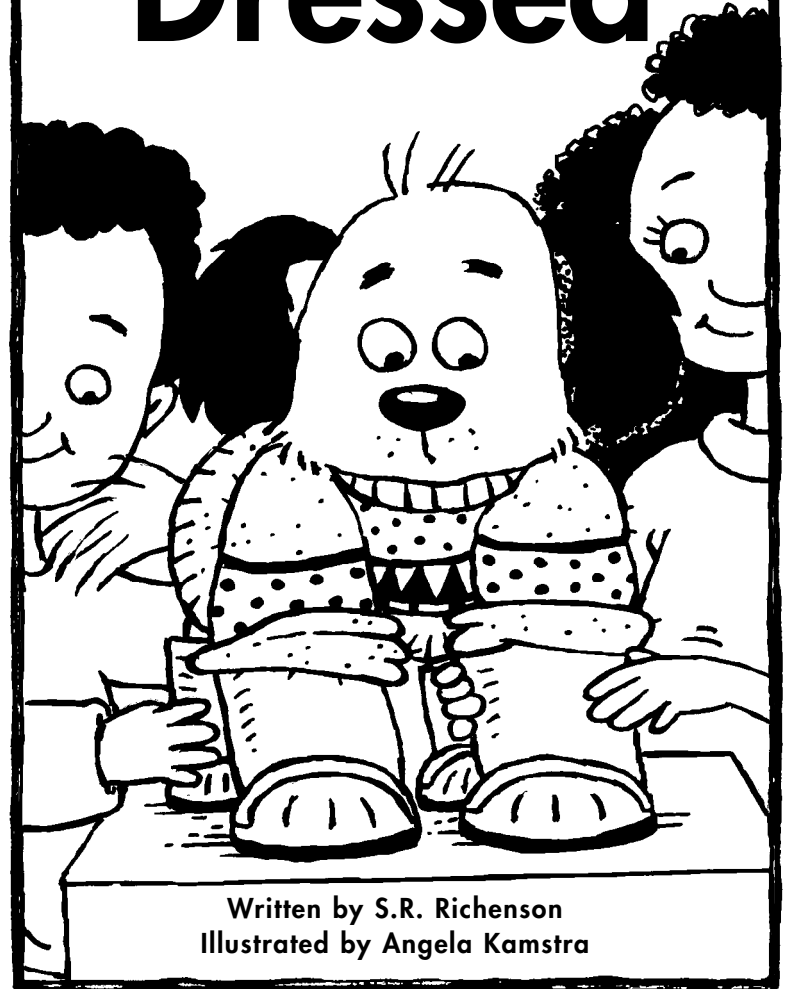


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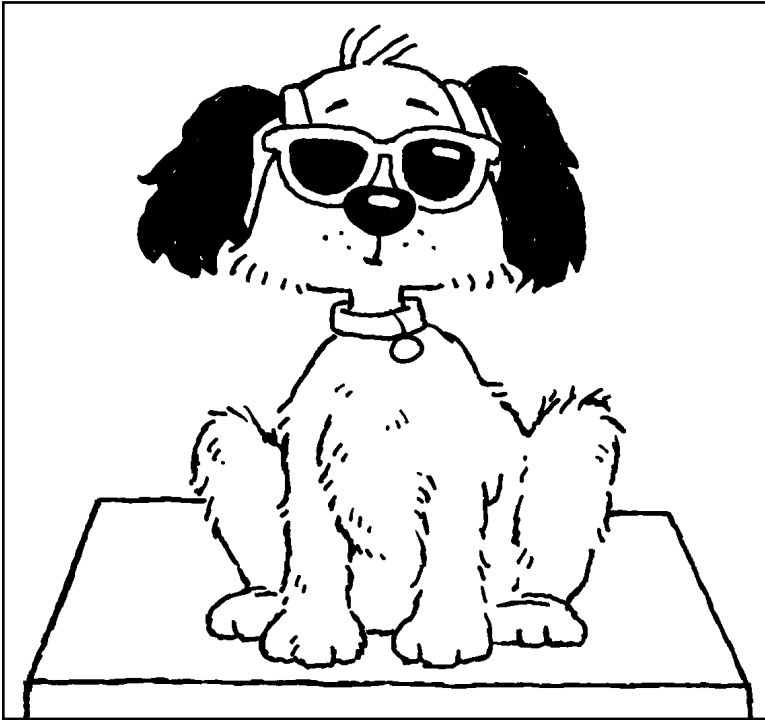
Fido Gets Dressed



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Illustrated by Angela Kamstra

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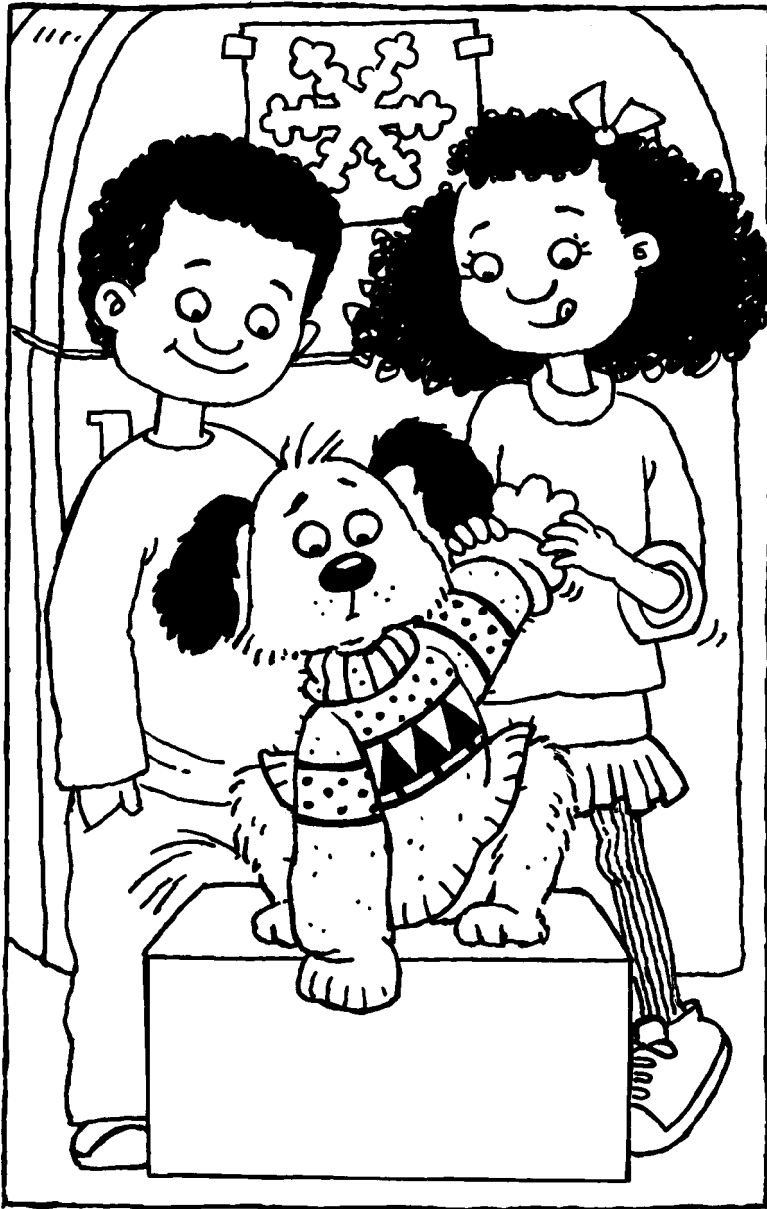
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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



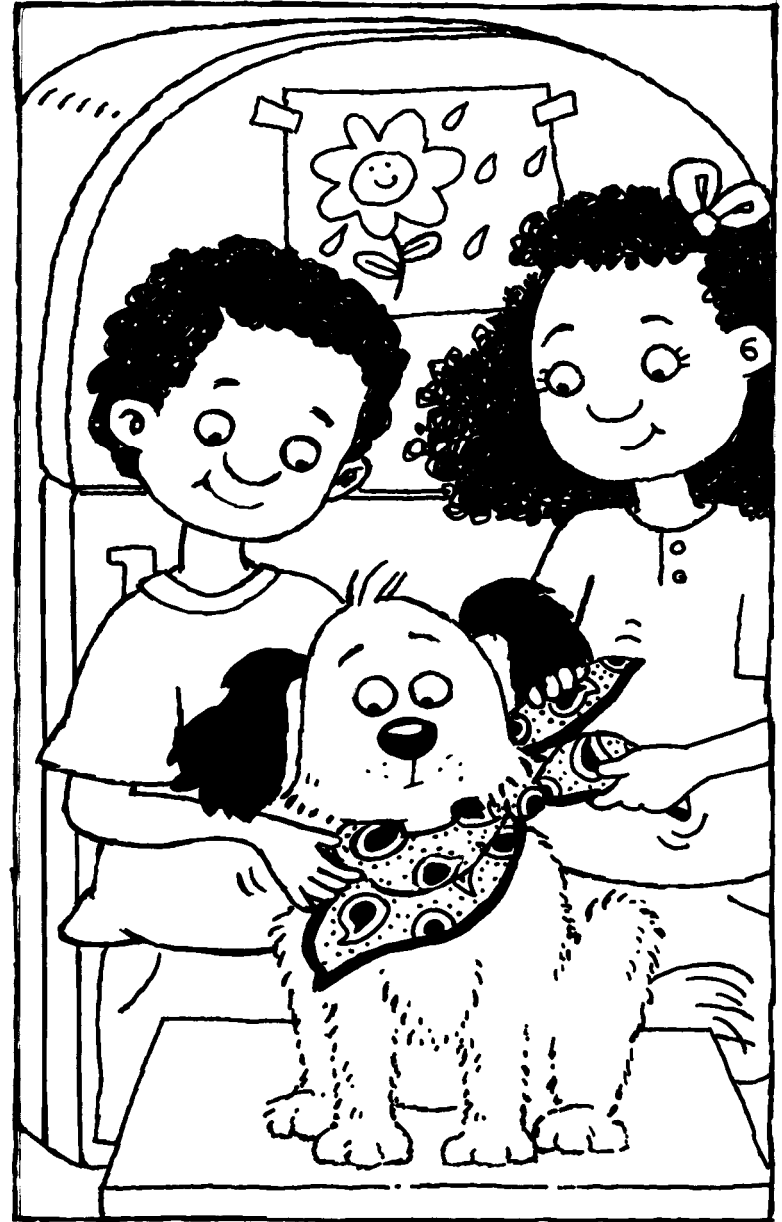
My sweater.



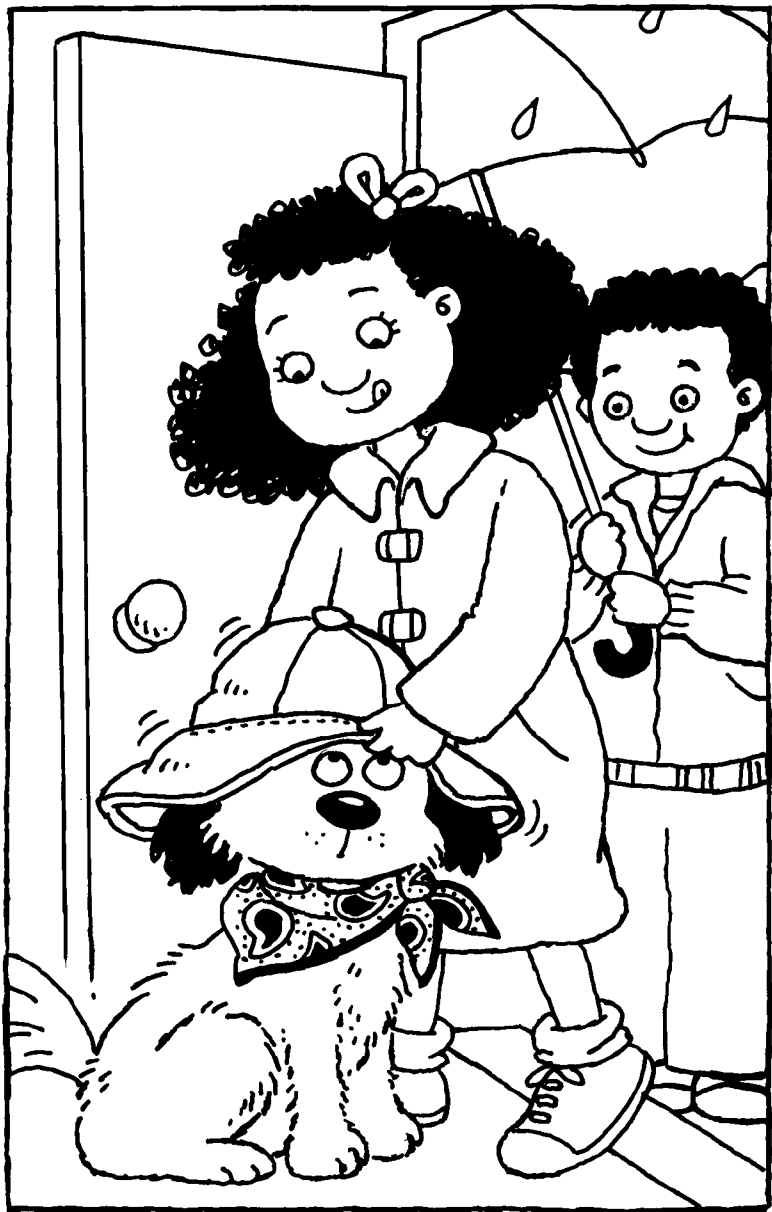
My boots.



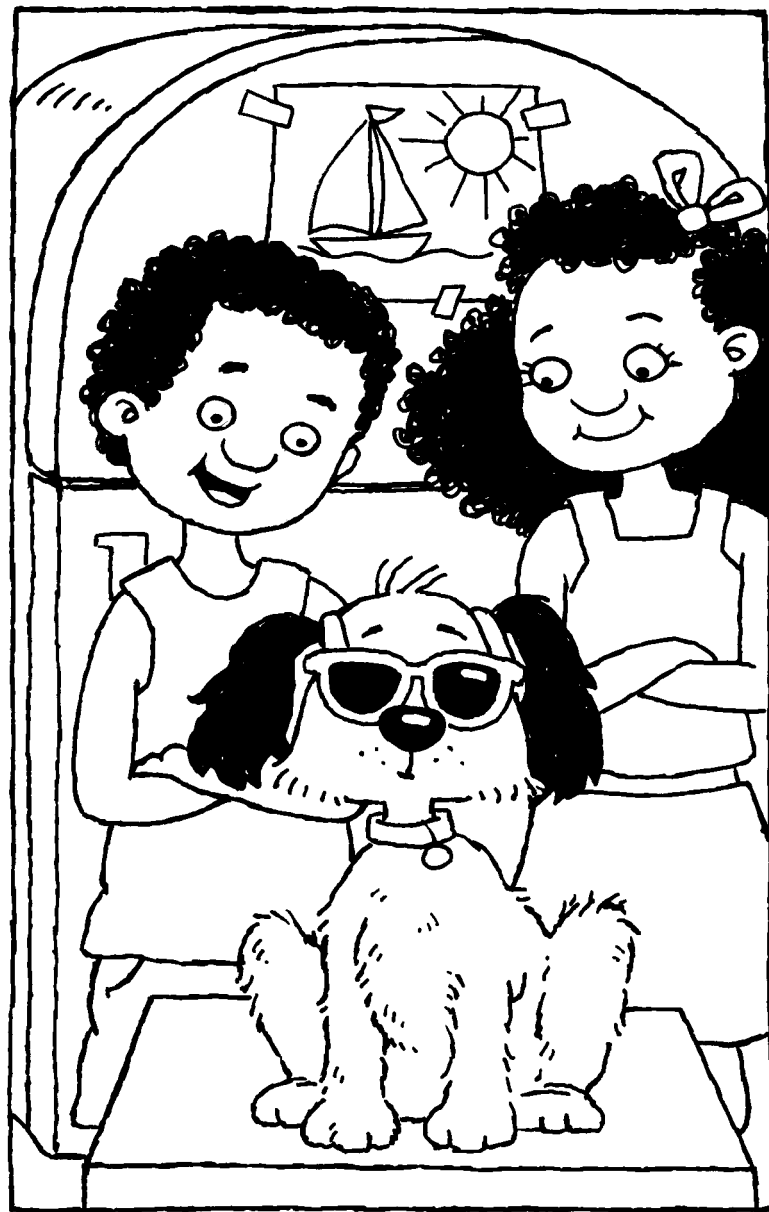
My hat.



My scarf.



My hat.



My sunglasses.



My hat.



My cape.



My mask.

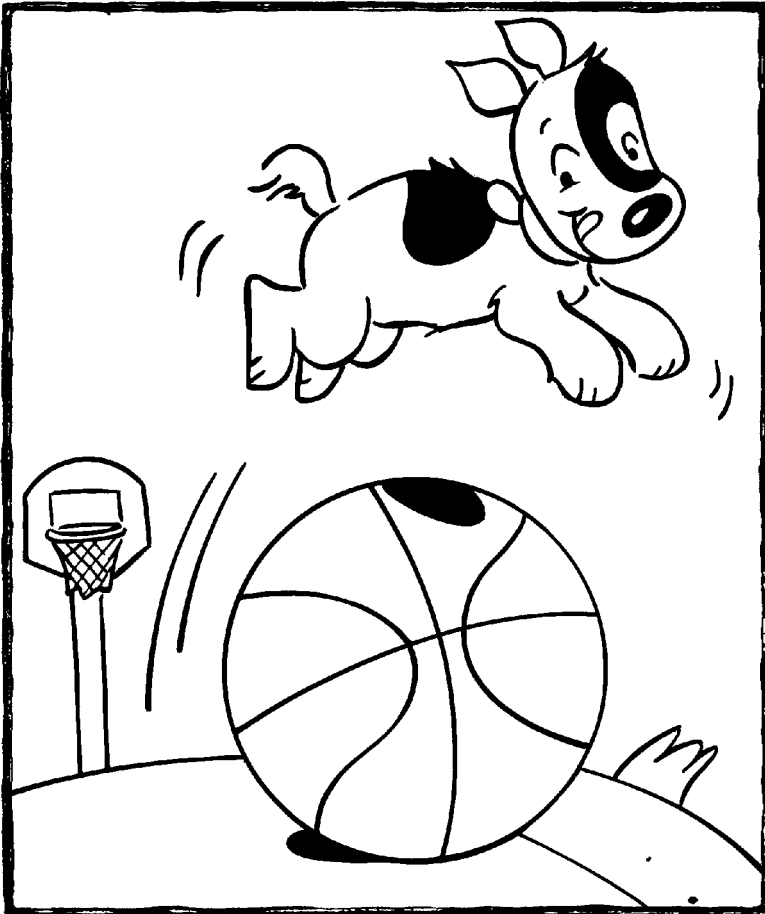


My hat.

Over

A Reading A-Z Level aa Leveled Reader

Word Count: 24

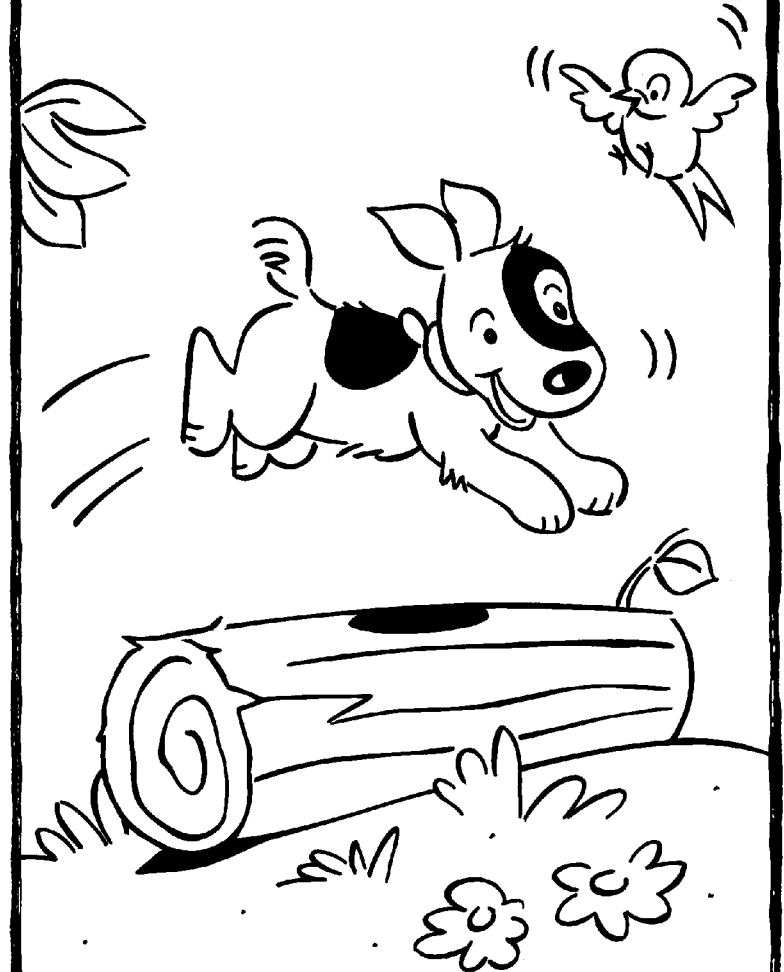


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Over



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Over



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Over
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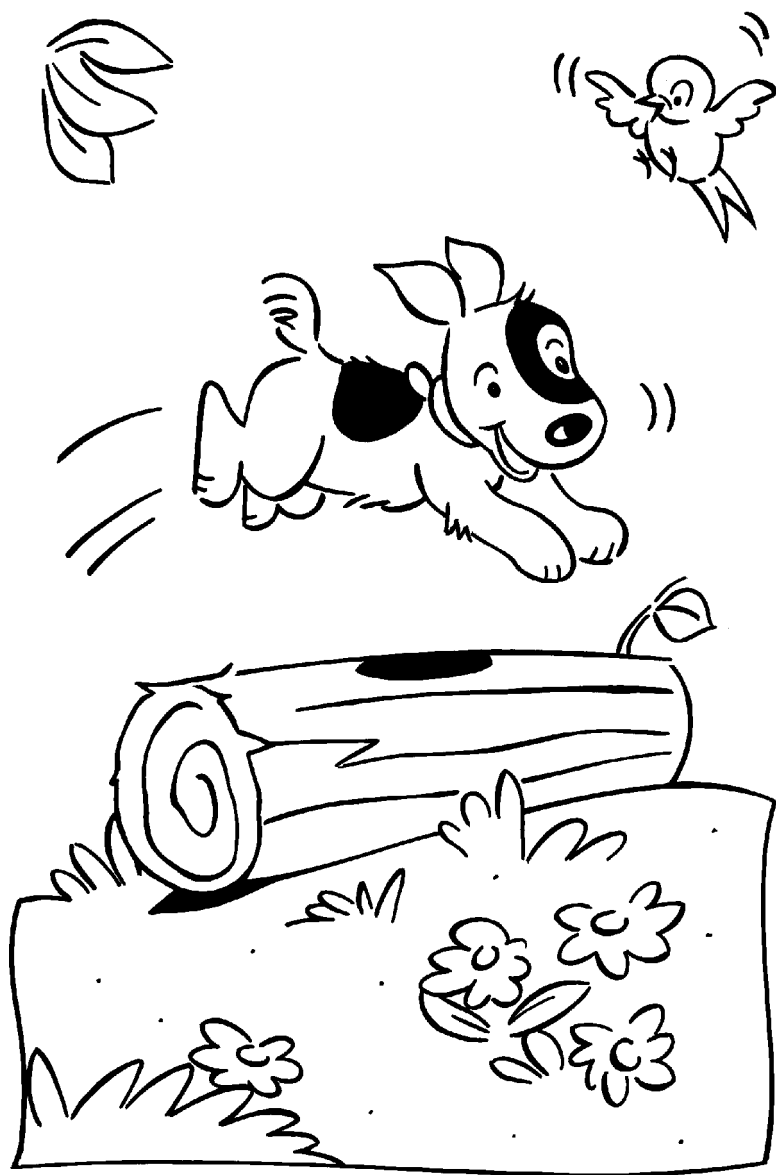
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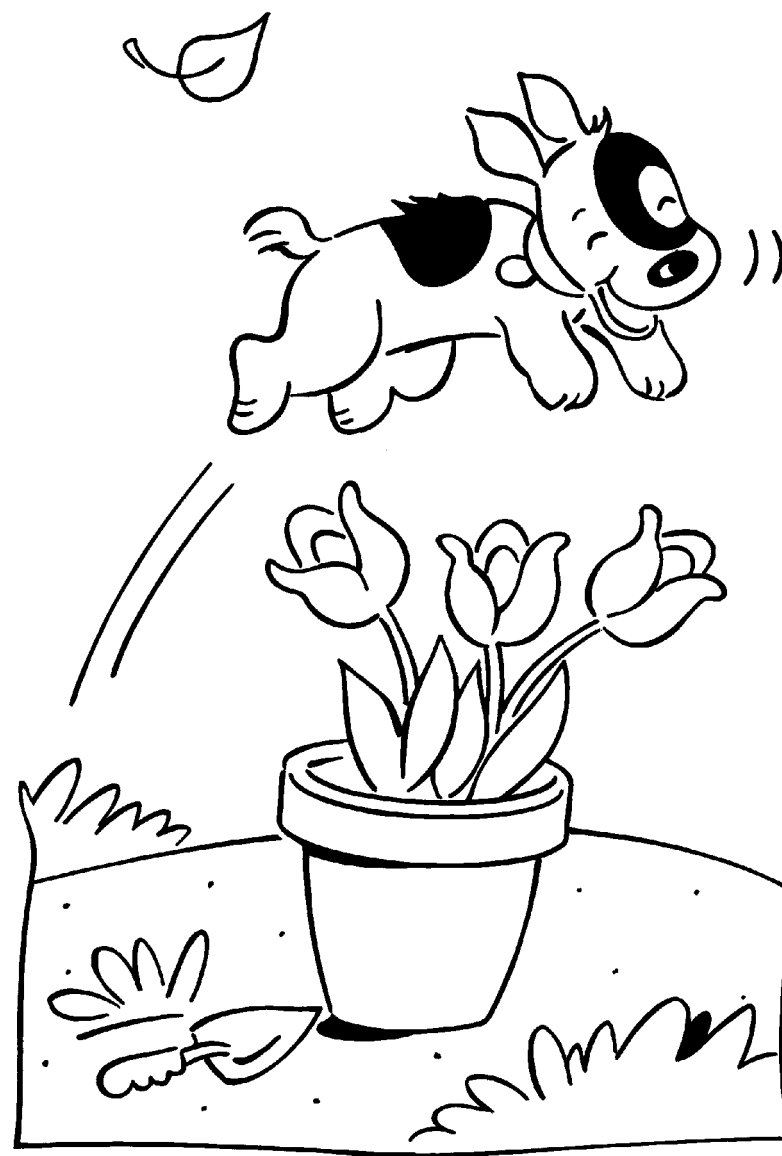
Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



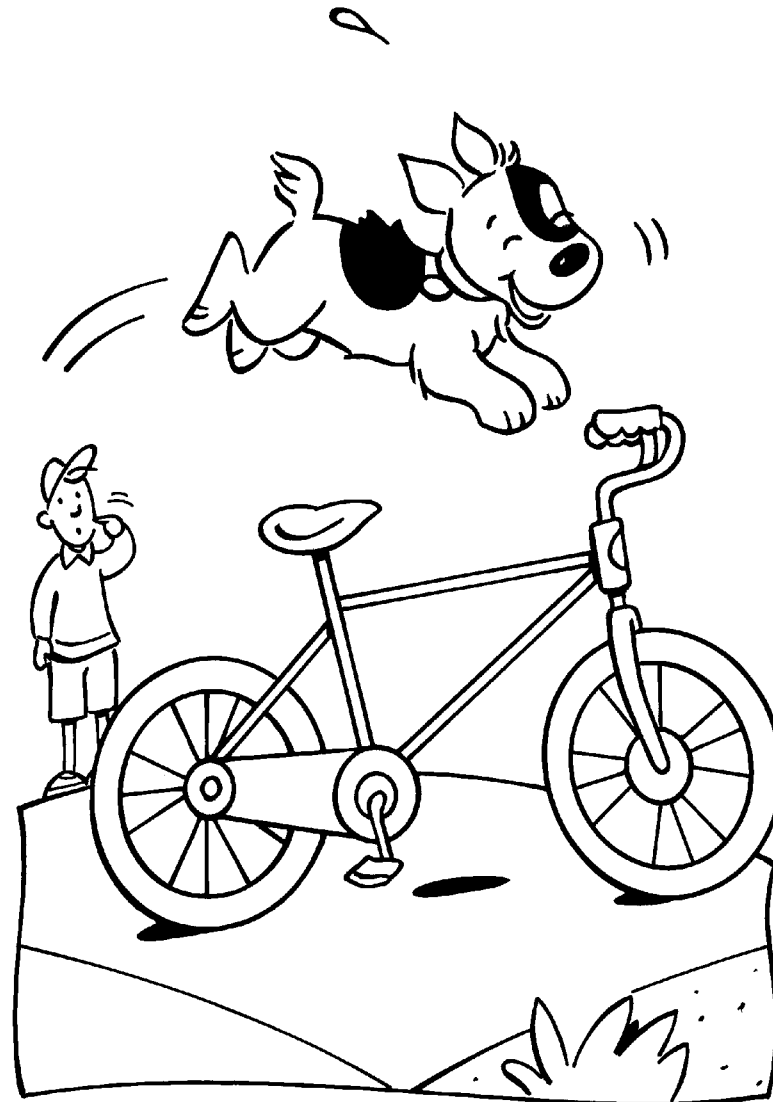
Over the log.



Over the pot.



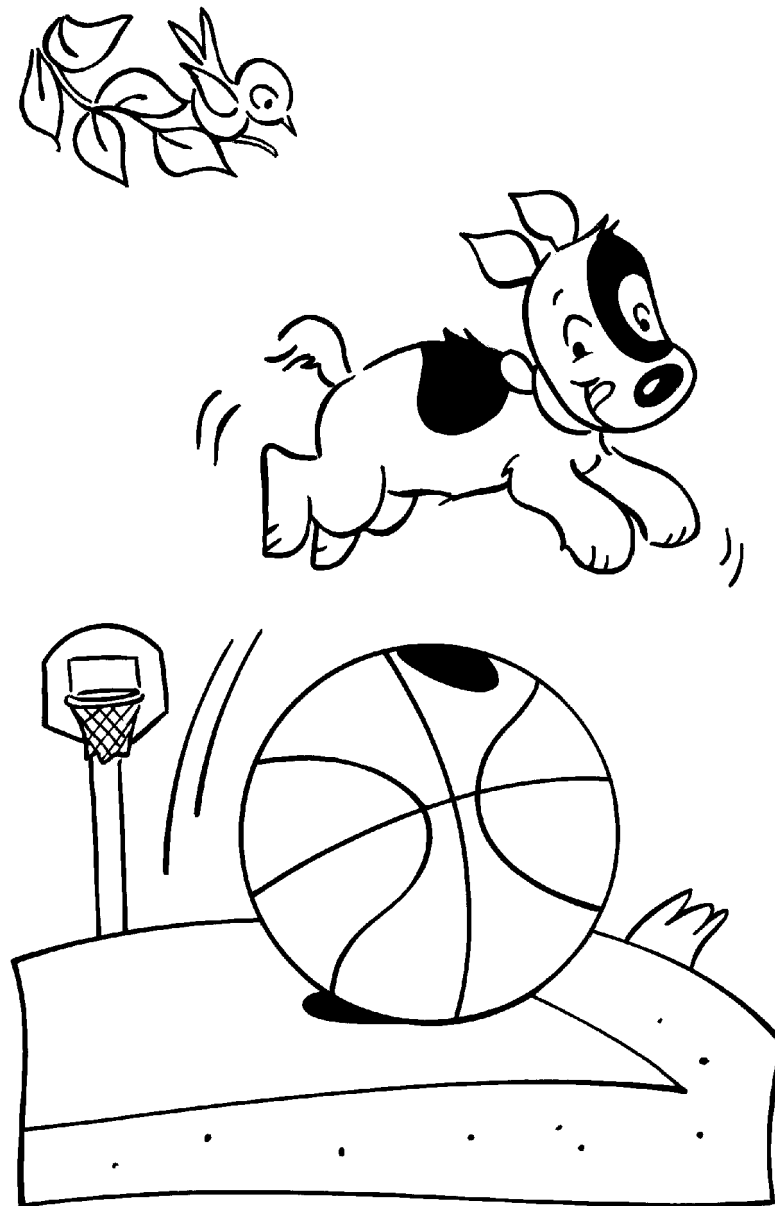
Over the hole.



Over the bike.



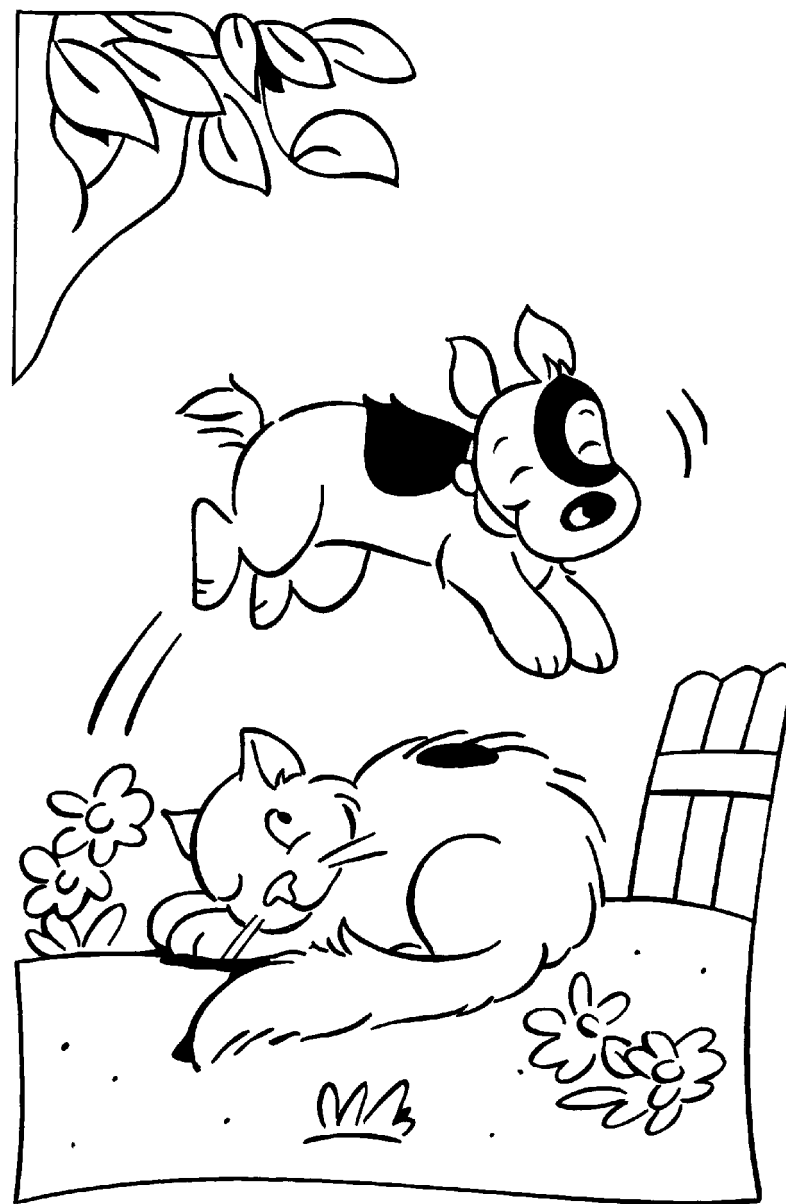
Over the bat.



Over the ball.

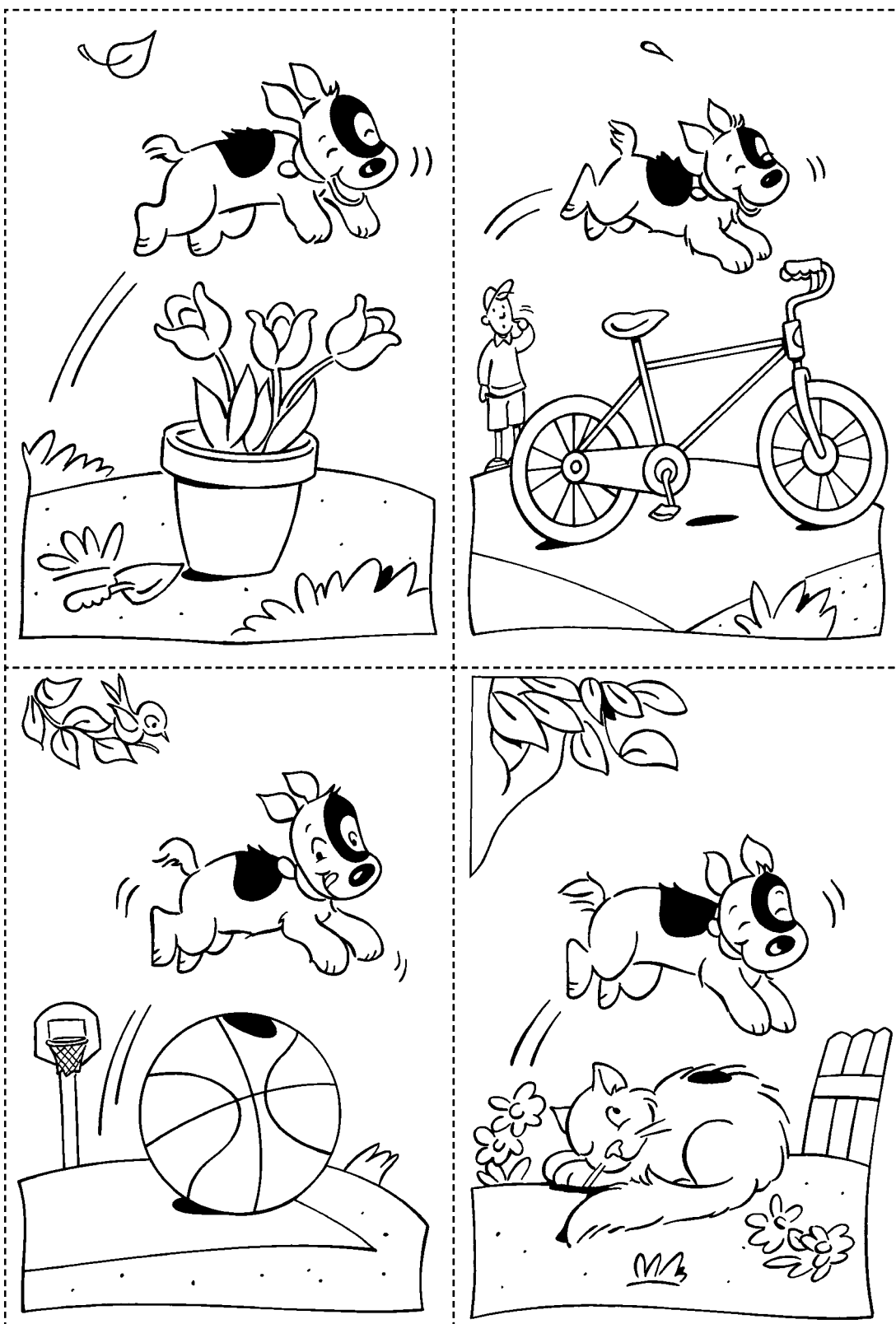


Over the doll.



Over the cat.

Name _____



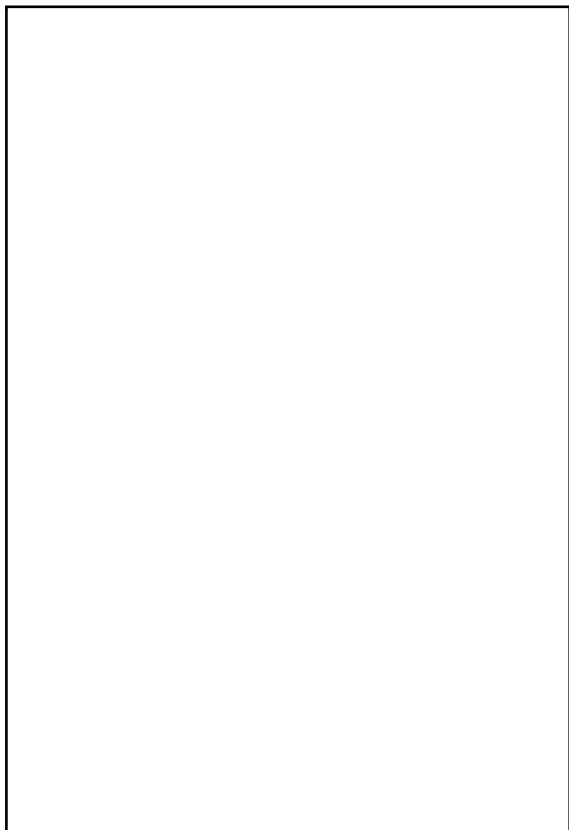
OVER • LEVEL aa • 1

SKILL: SEQUENCE EVENTS

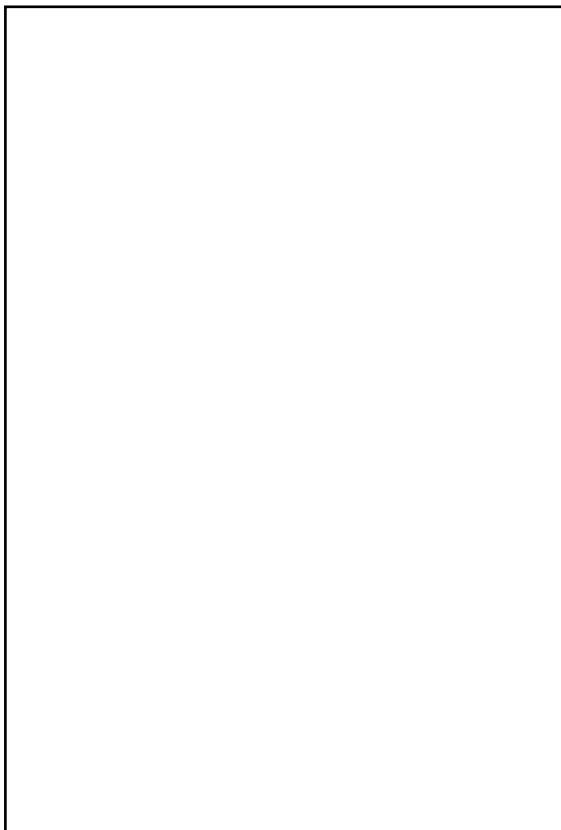
INSTRUCTIONS: Have students cut out the pictures and paste them on page 2 in the order in which they happened in the book.

Name _____

1.

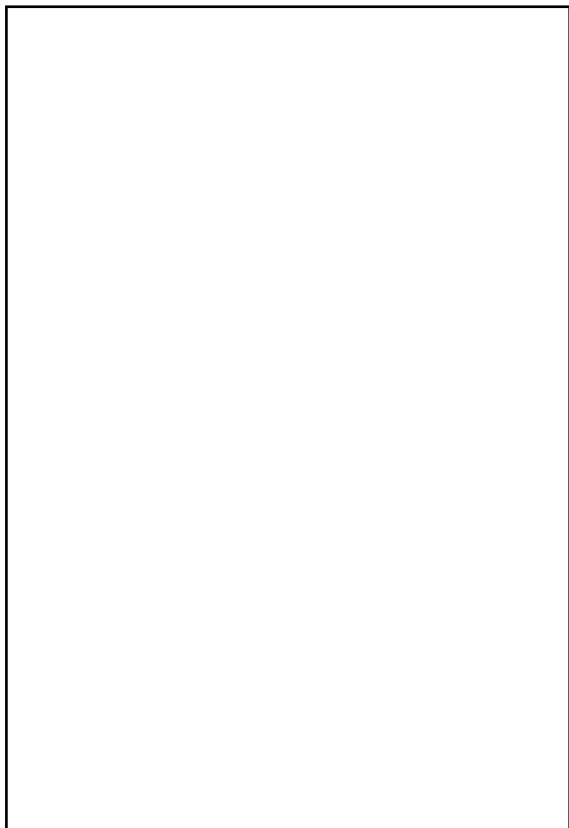


2.

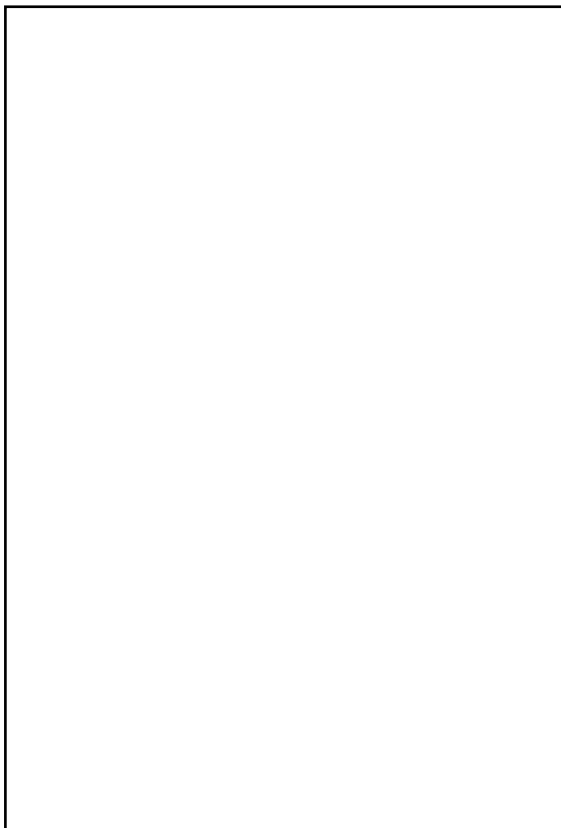


OVER • LEVEL aa • 2

3.



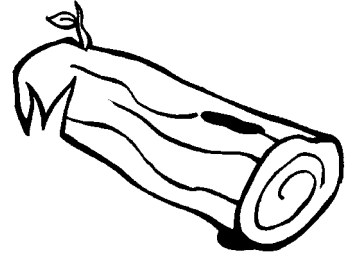
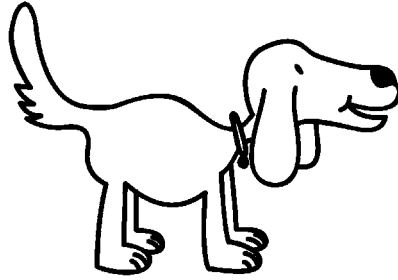
4.



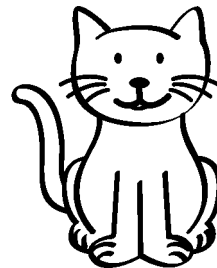
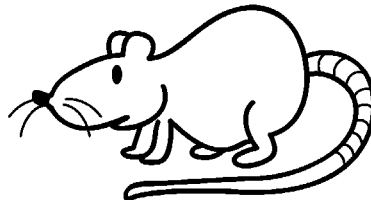
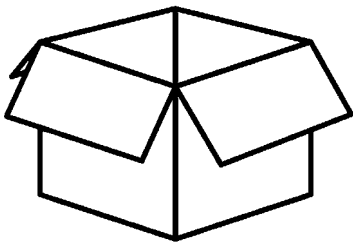
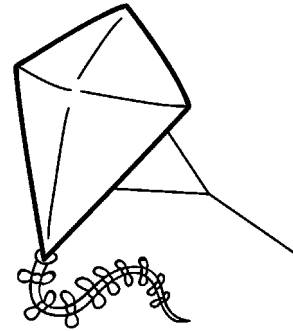
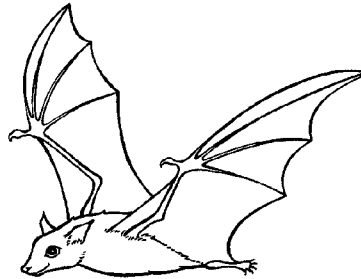
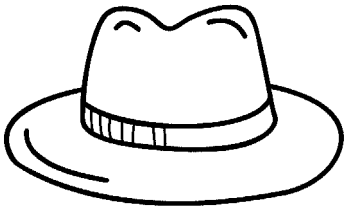
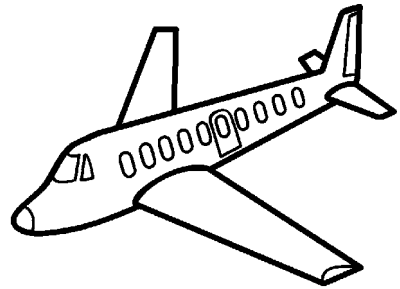
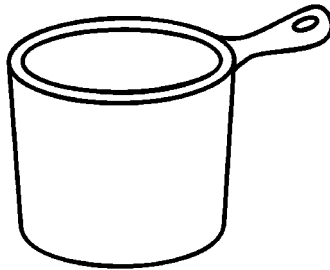
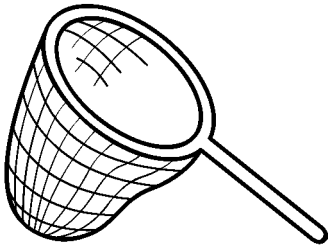
SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students paste the pictures from page 1 in the correct sequence in the boxes provided.

Name _____



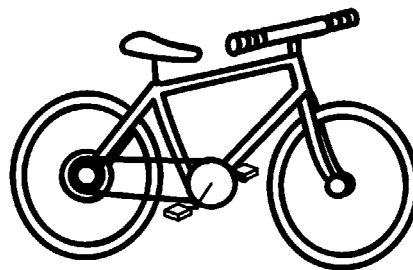
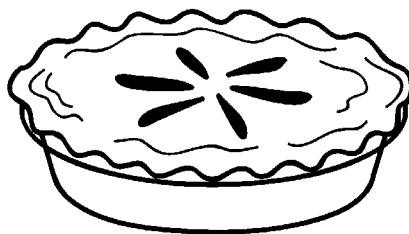
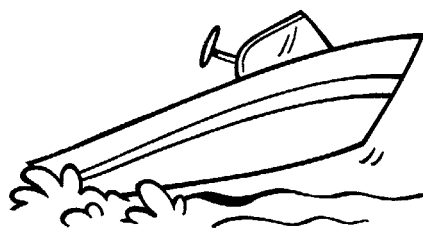
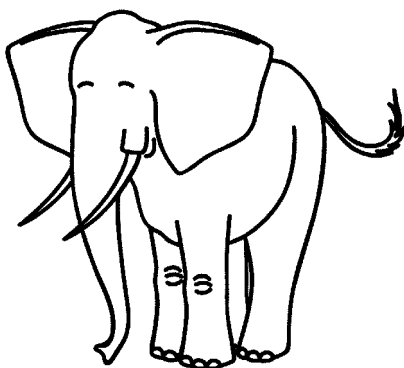
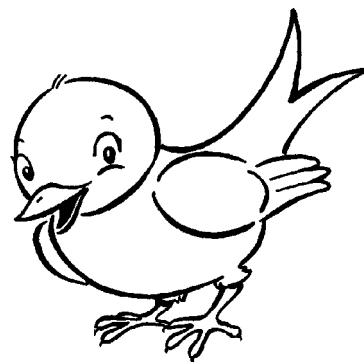
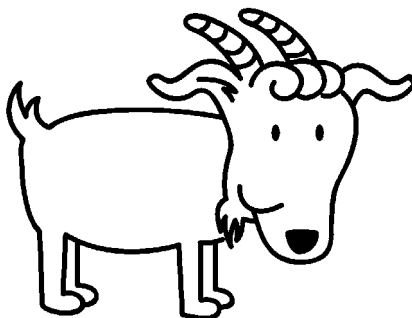
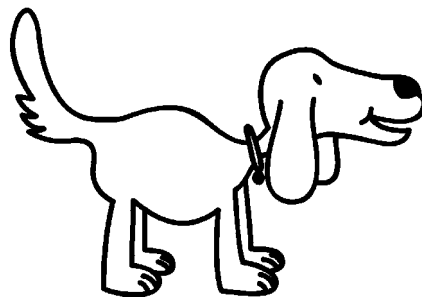
OVER • LEVEL aa • 3



SKILL: RHYME

INSTRUCTIONS: Have students circle the pictures in each row that rhyme.

Name _____



INSTRUCTIONS: Make copies of the picture cards, cut them out, and have students sort them according to which ones have the long /o/ sound and which ones don't.

The Classroom

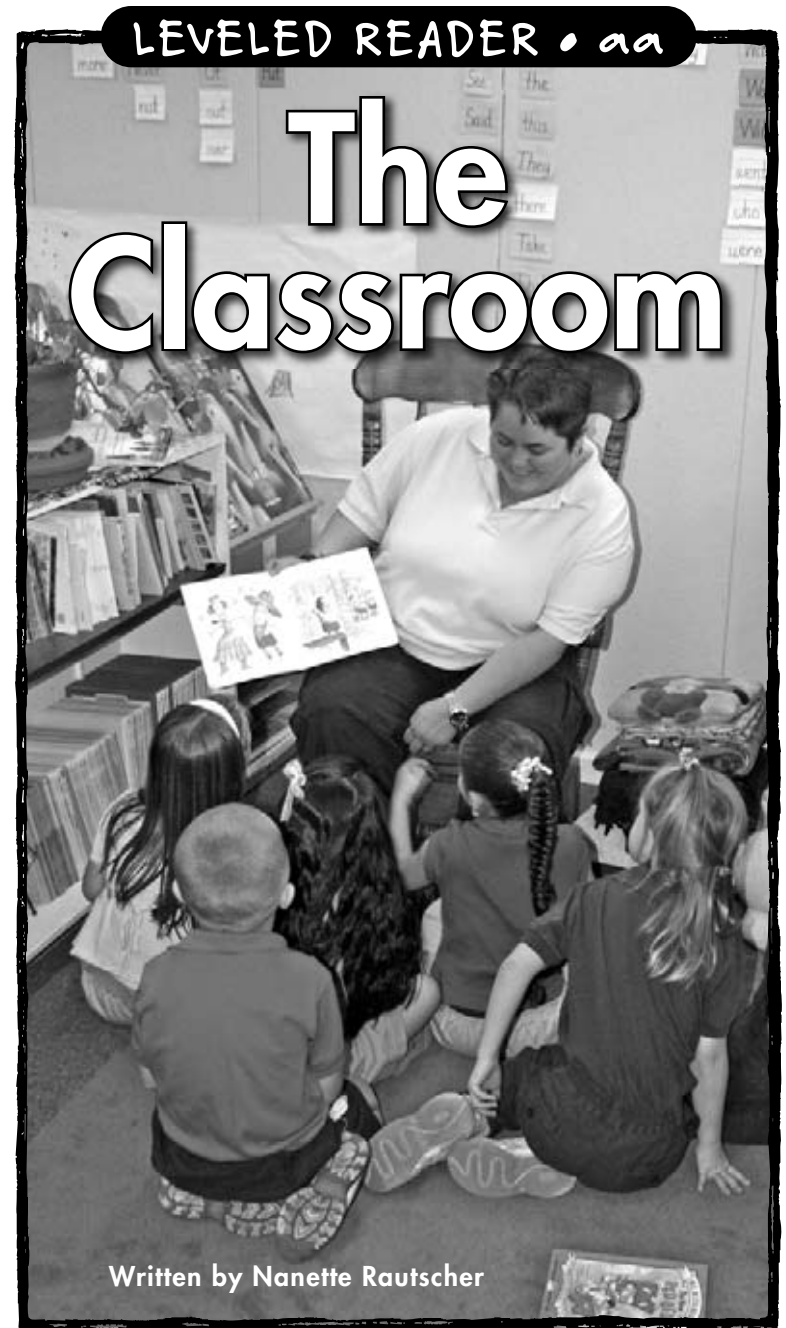
A Reading A-Z Level aa Leveled Reader

Word Count: 20



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The Classroom



Written by Nanette Rautscher

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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



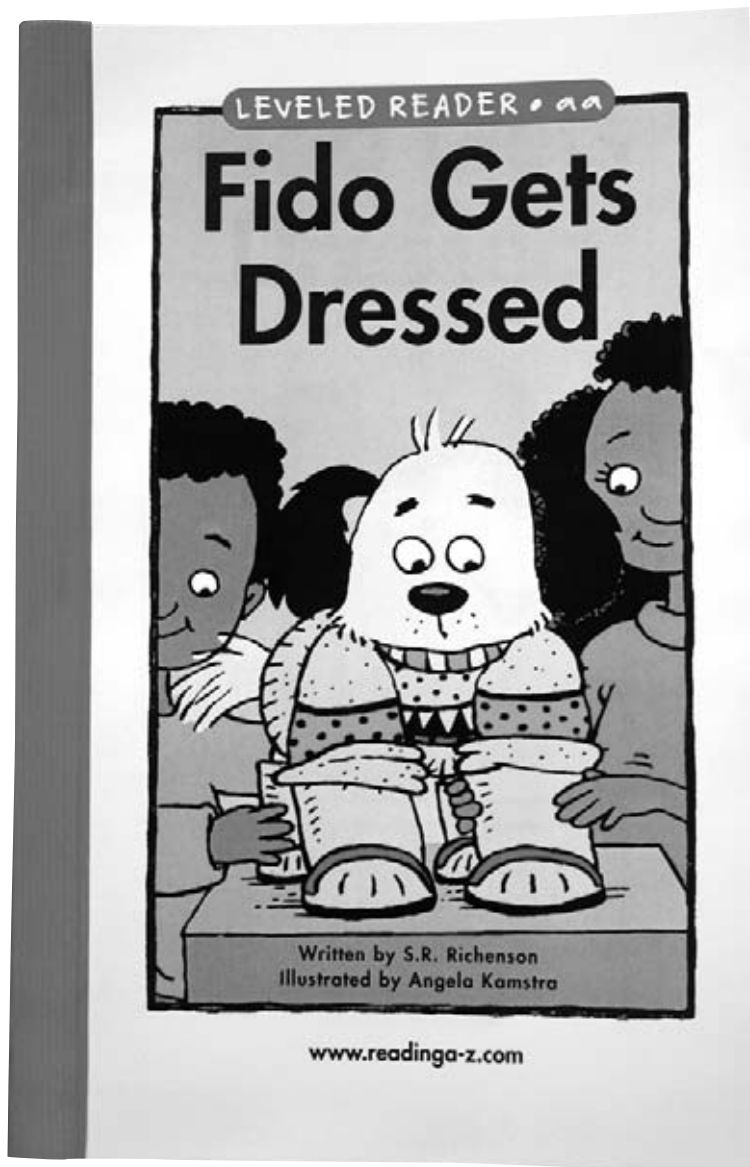
The chair.

3



The desk.

4



The book.



The paper.



The pencil.



The eraser.

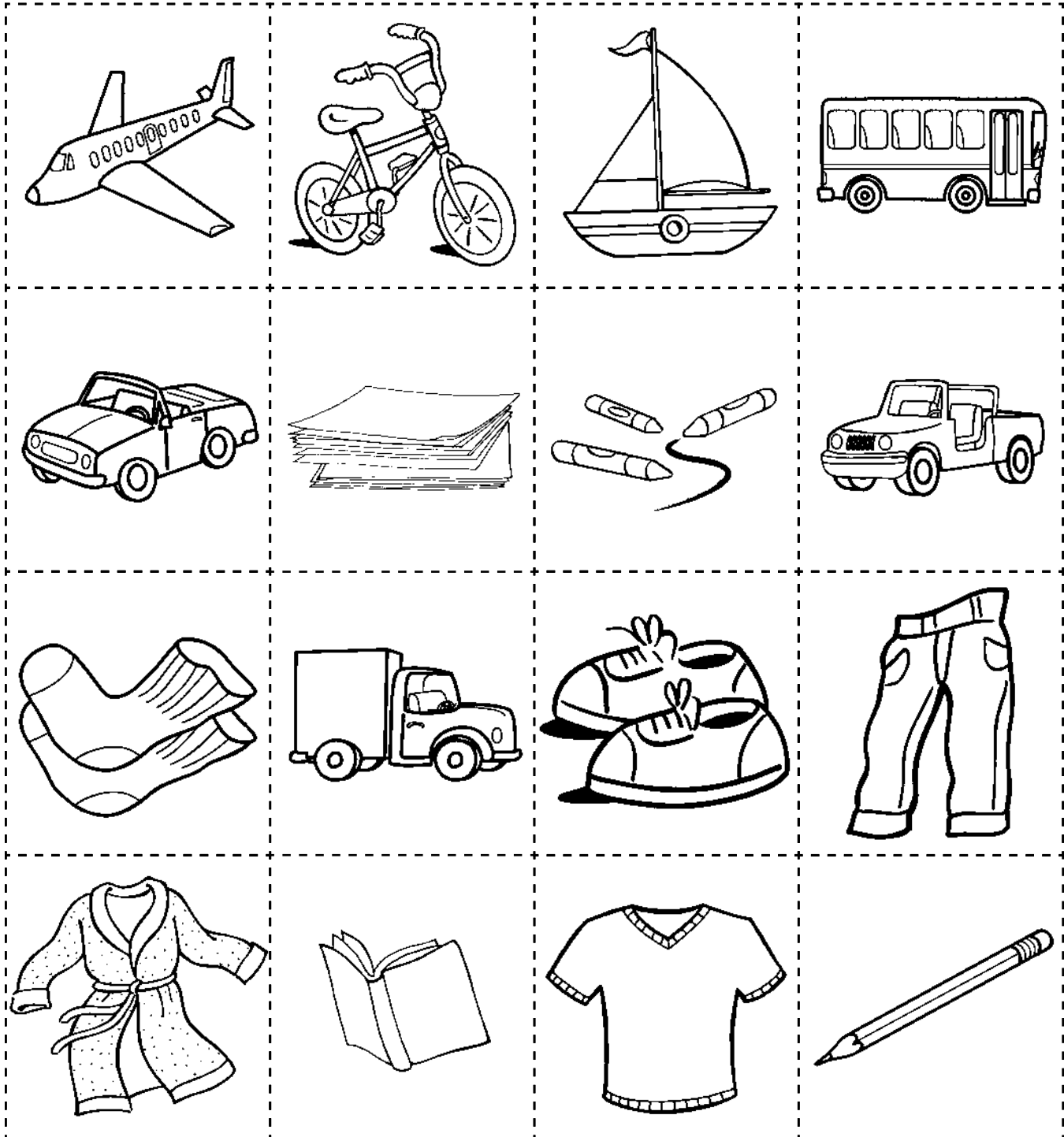


The backpack.



The classroom.

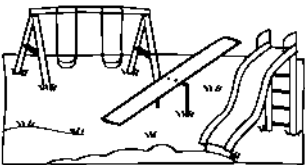
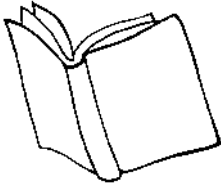
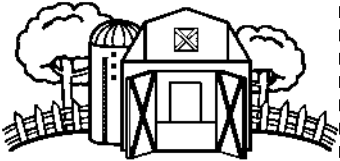
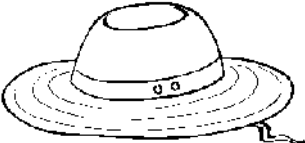
Name _____



Instructions: Have students cut picture cards apart and sort into groups.

Name _____

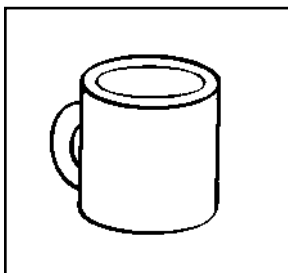
Person	Place	Thing
		

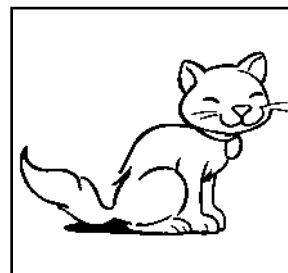
Instructions: Name the images in the column headings with students. Have students cut out the pictures at the bottom of the page and paste them in the correct column.

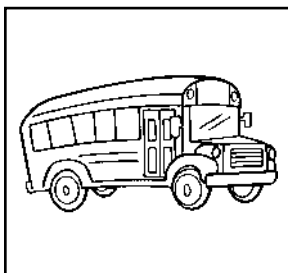
Name _____

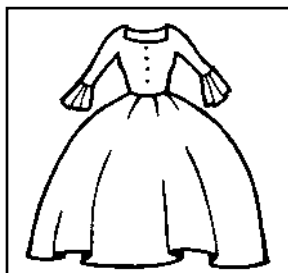
Bb

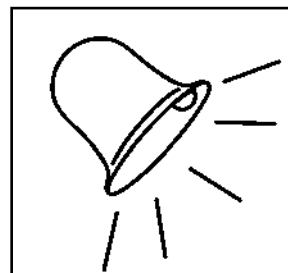


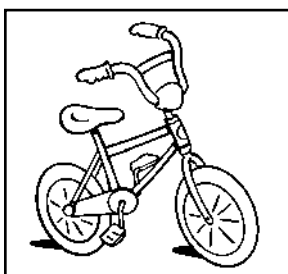


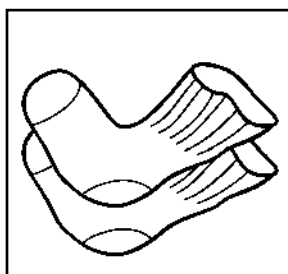


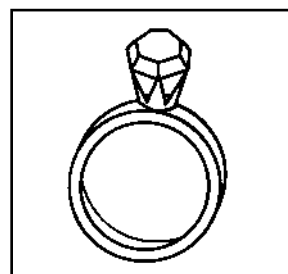










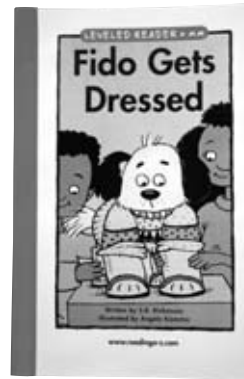


Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then have them write the letter *b* on the line below each picture that begins with the /b/ sound.

Name _____



THE CLASSROOM • LEVEL aa • 4



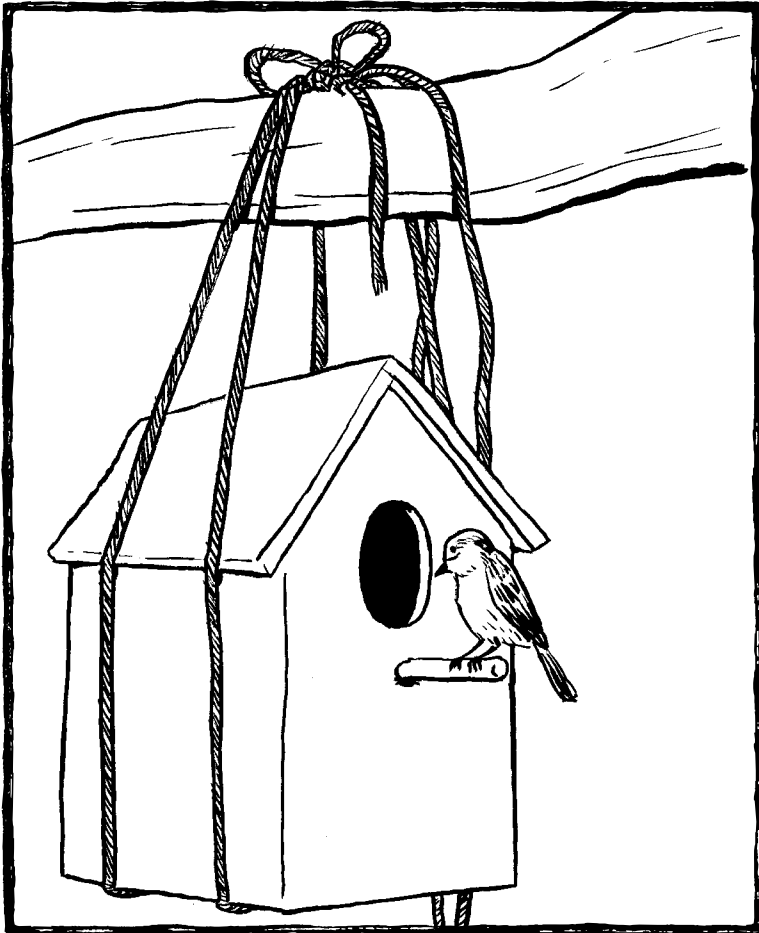
SKILL: NOUNS

Instructions: Have students write the naming word, or noun, that identifies each picture. They may use the book to guide their spelling of each word.

We Build

A Reading A-Z Level aa Leveled Reader

Word Count: 16



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LEVELED READER • aa

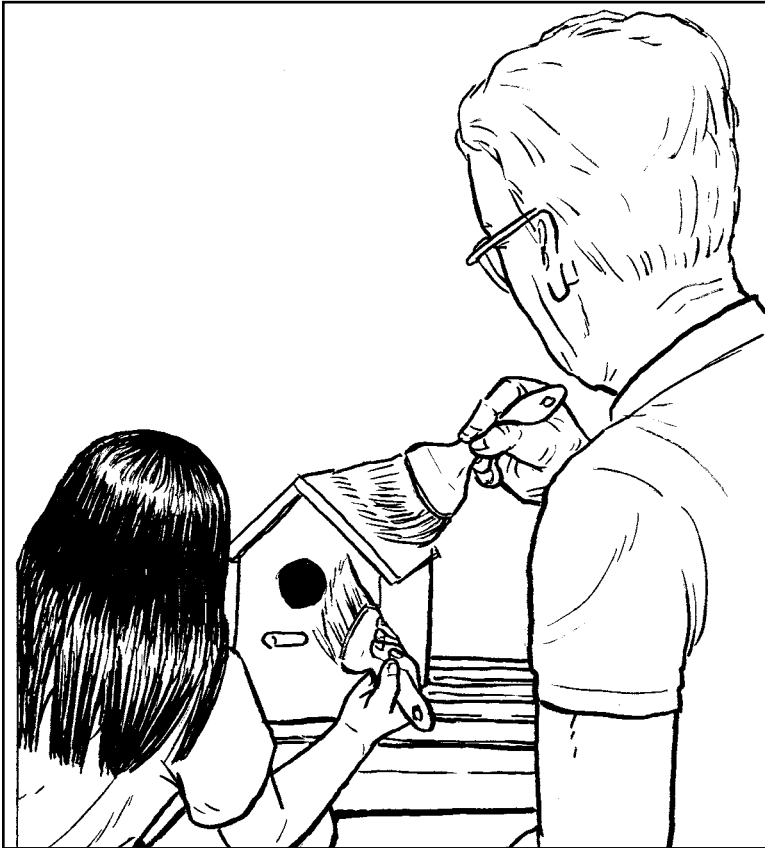
We Build

Written by
Katie Knight
Illustrated by
Chris Baldwin



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Illustrated by Chris Baldwin

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Level aa Leveled Reader
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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



We draw.



We saw.



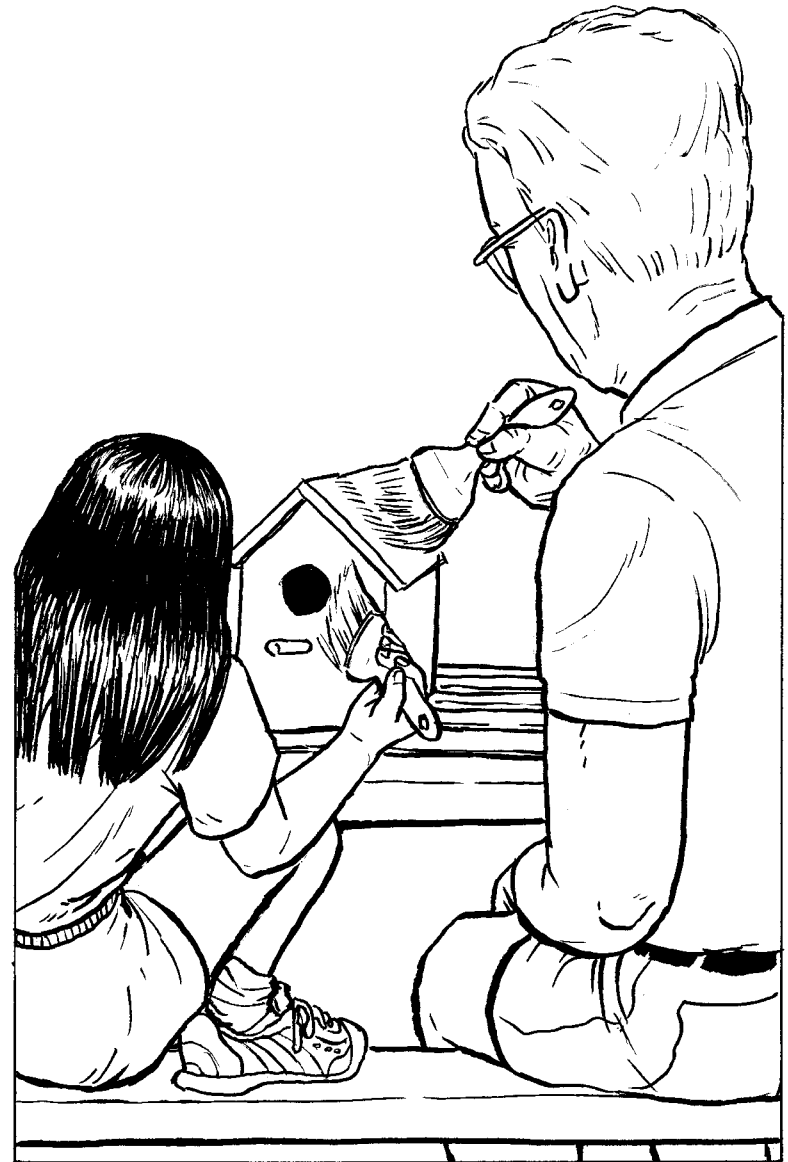
We sand.



We hammer.



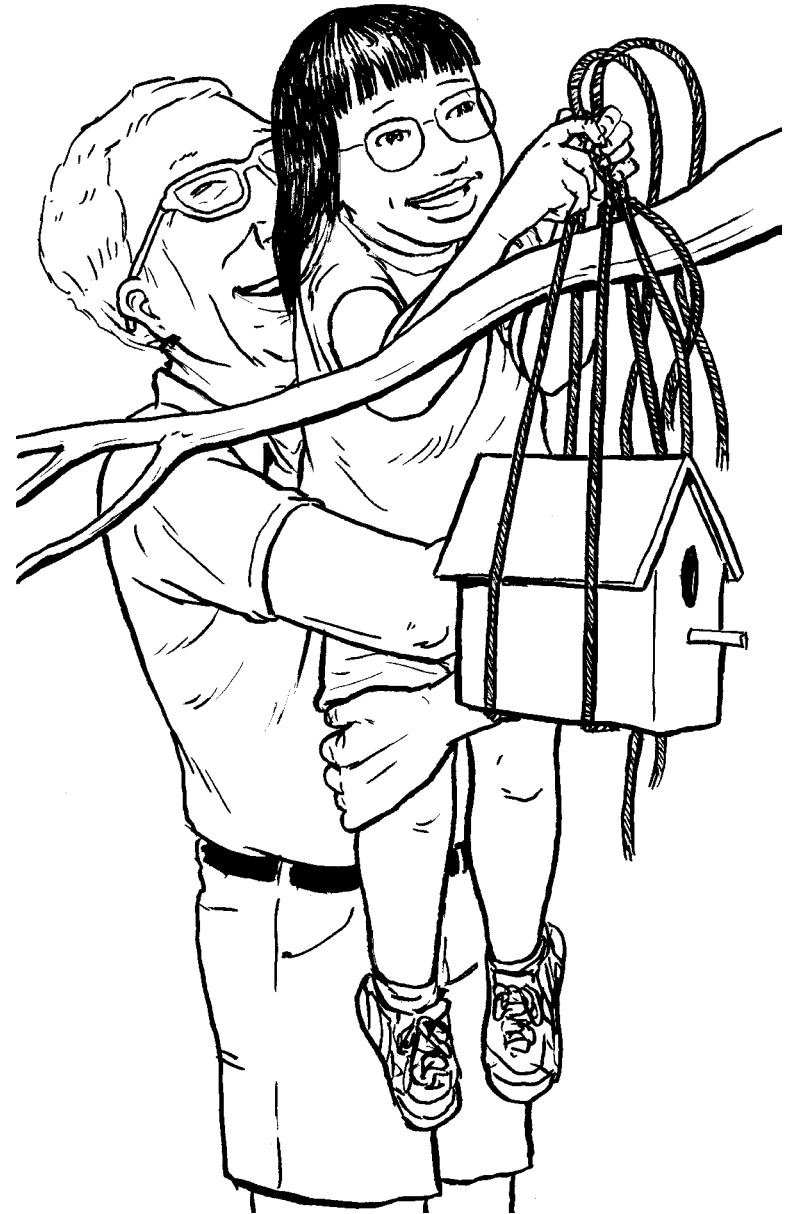
We drill.



We paint.



We glue.



We hang.

Name _____

First

Next

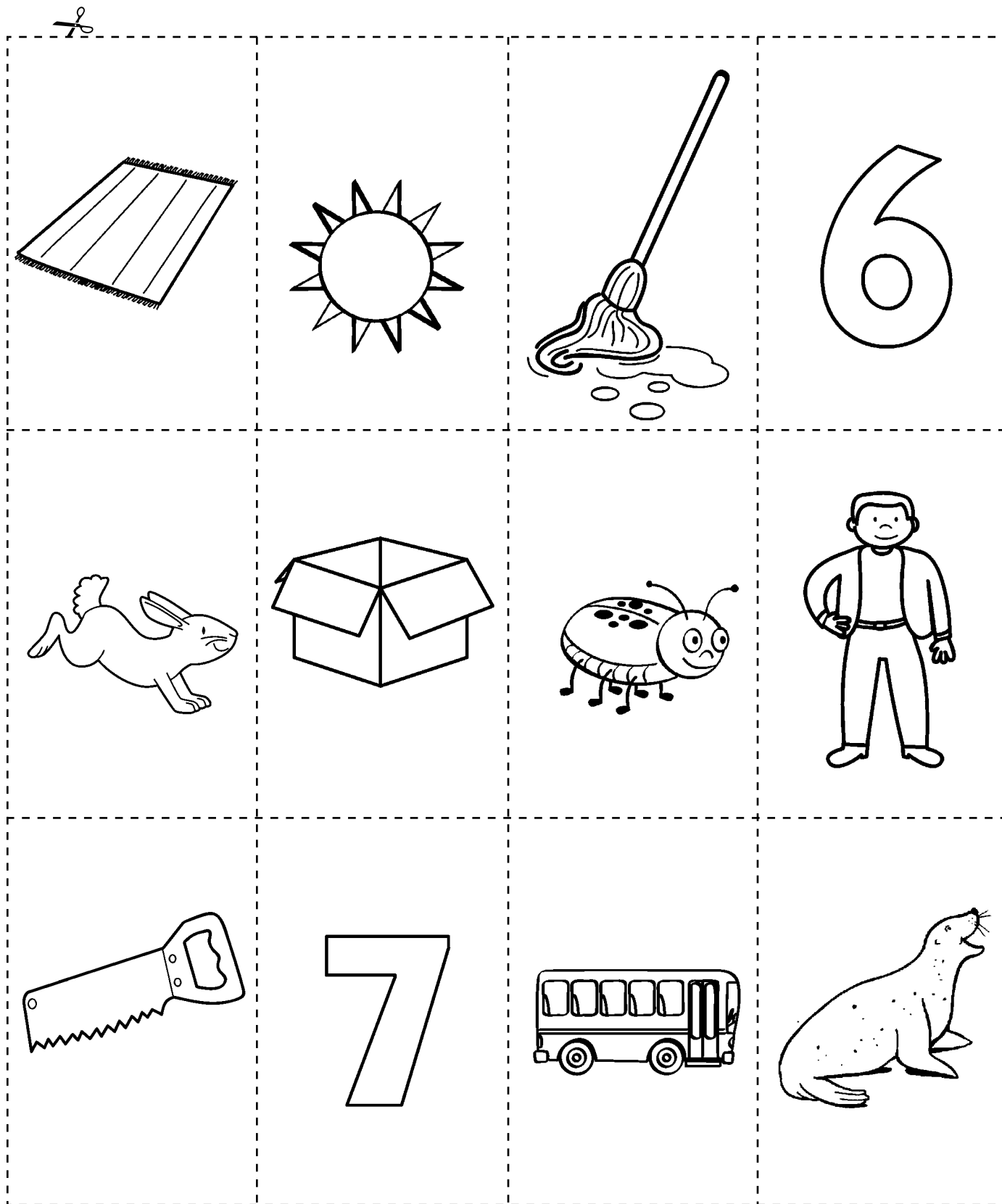
Then

Last



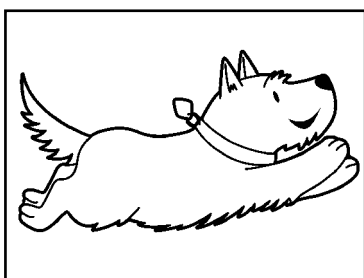
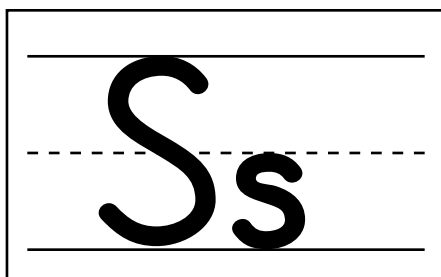
Instructions: Have students cut out the pictures at the bottom of the page and paste them in the correct sequence as they happened in the story.

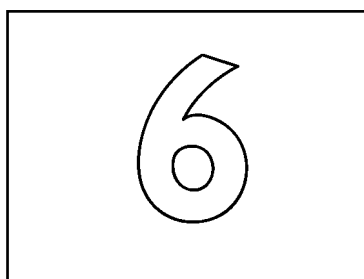
Name _____

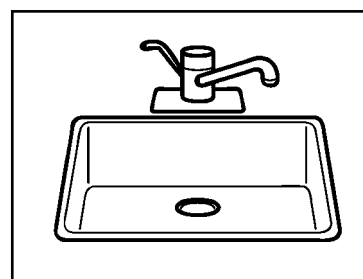


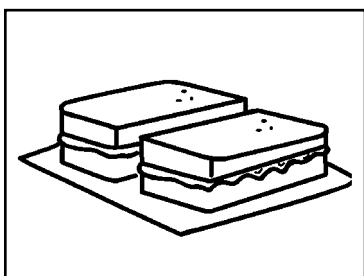
Instructions: Cut out the pictures and review them with students. Have them discriminate whether the name of the picture begins with the /s/ sound.

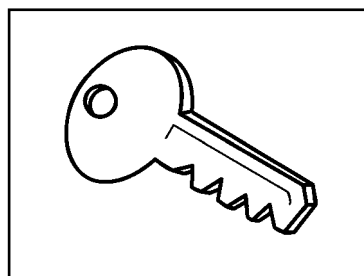
Name _____

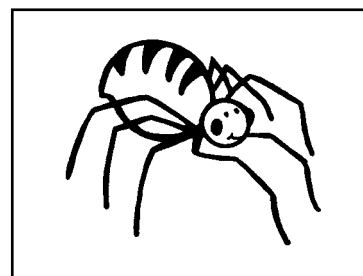






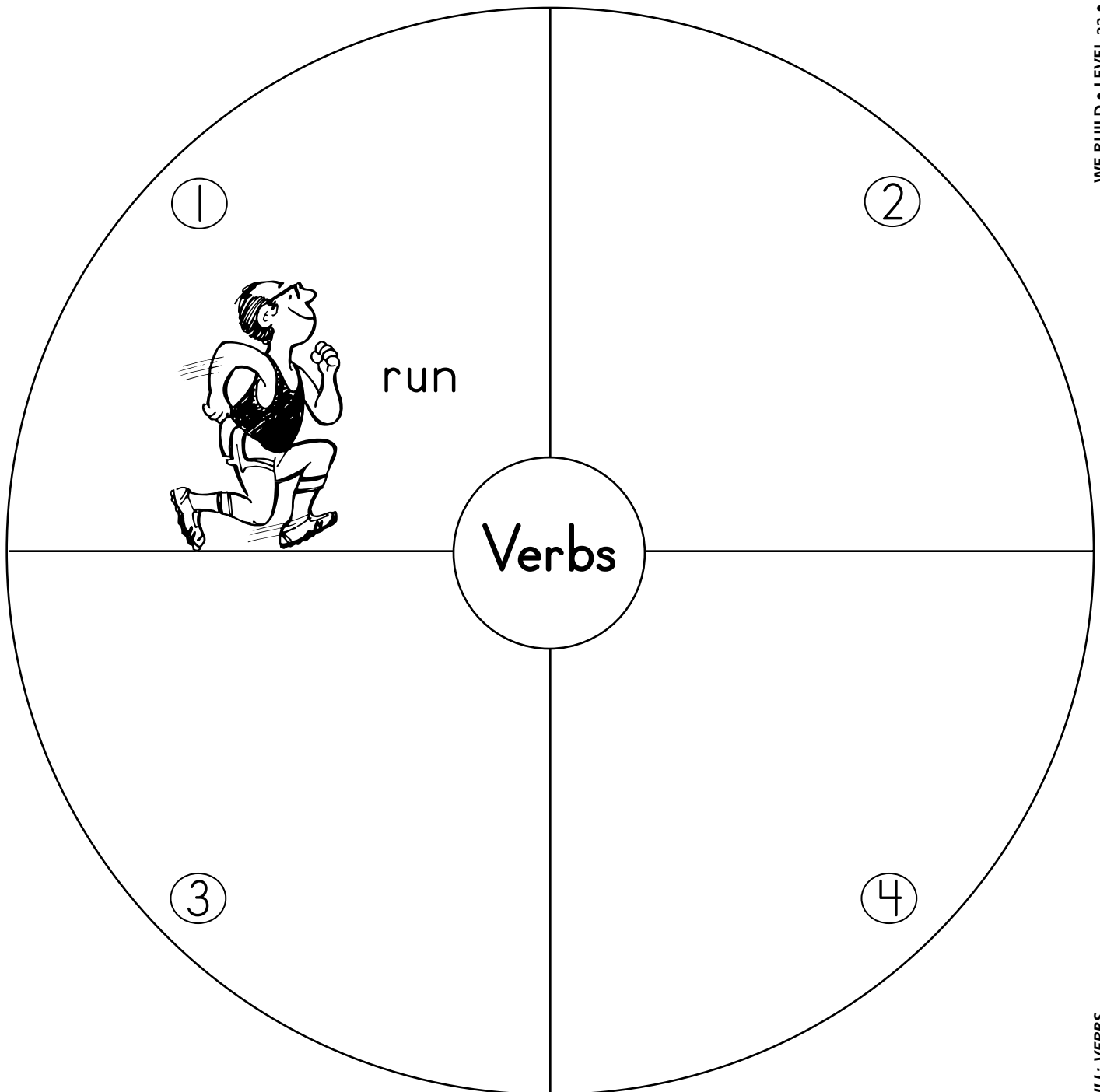






Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then have them write the letters Ss on the line below each picture that begins with the /s/ sound.

Name _____

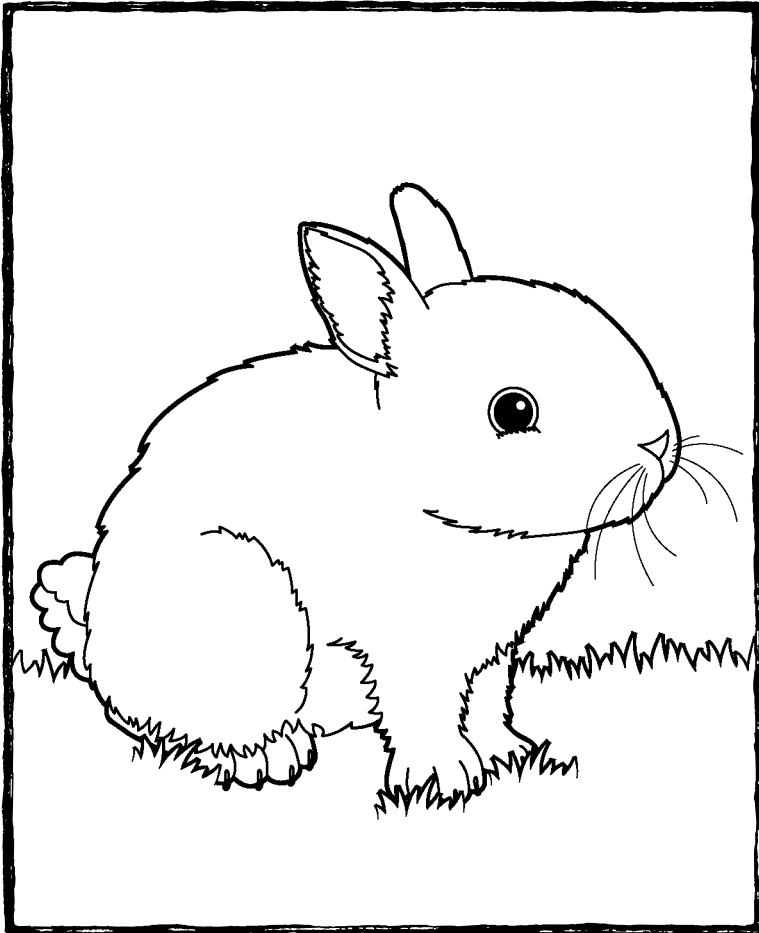


Instructions: Have students draw a picture that represents an action word, or verb, in each of the three blank spaces. Encourage them to label their drawings with the verb.

Spring

A Reading A-Z Level aa Leveled Reader

Word Count: 16

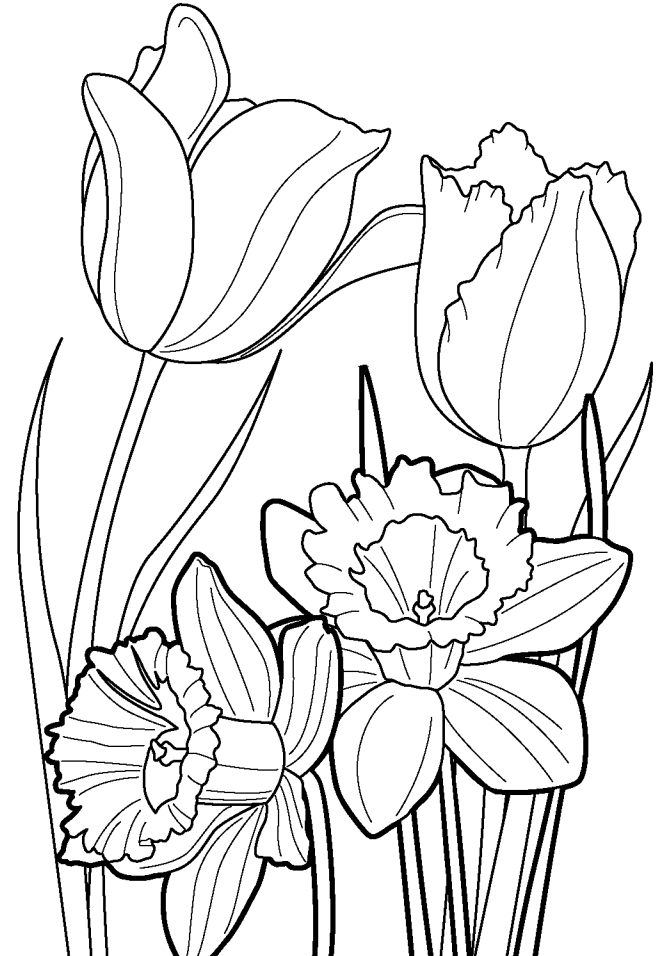


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LEVELED READER • aa

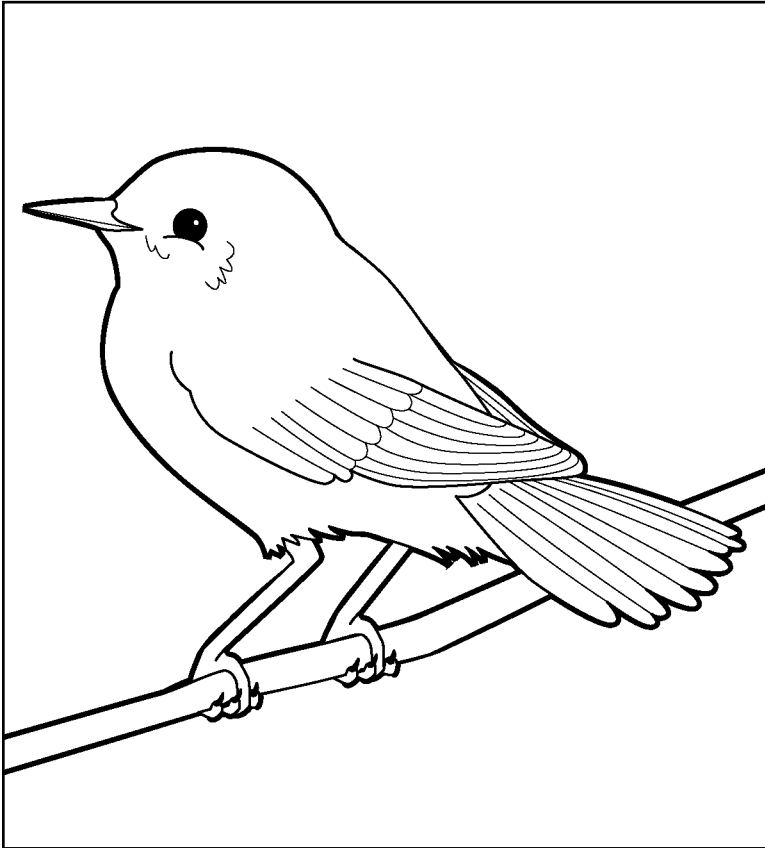
Spring



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Level aa Leveled Reader
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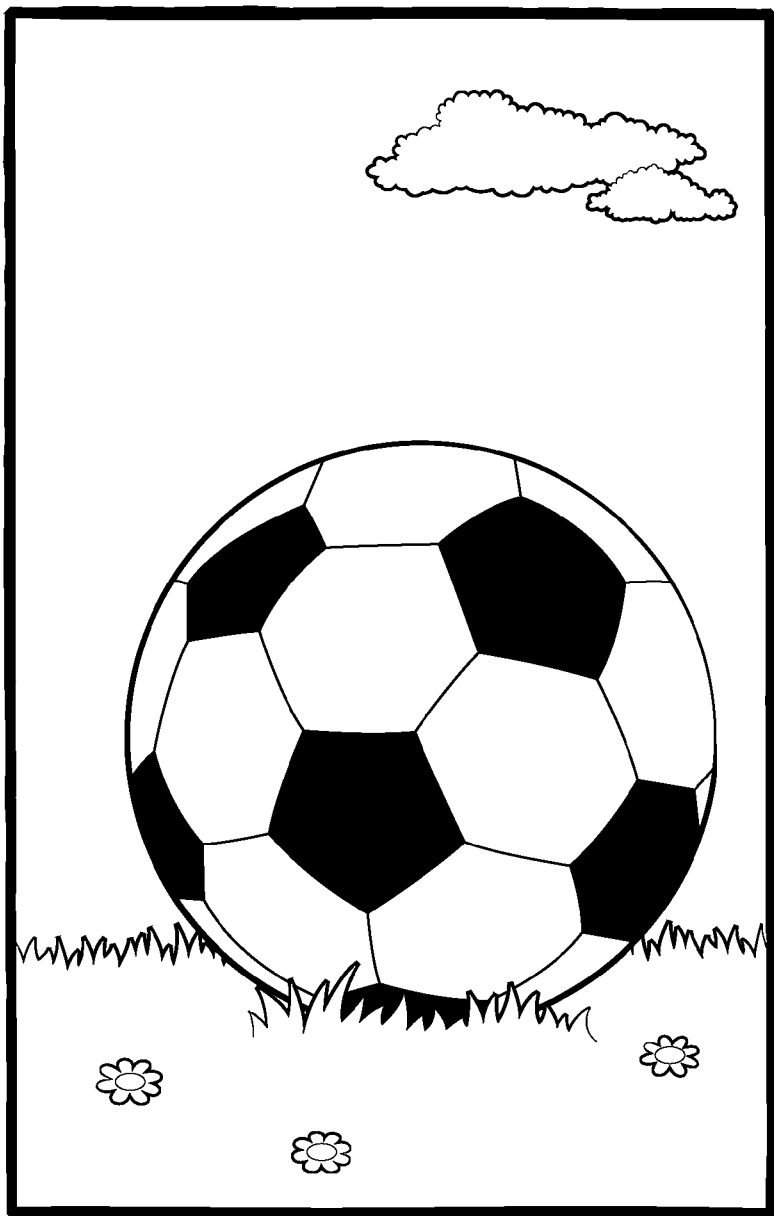
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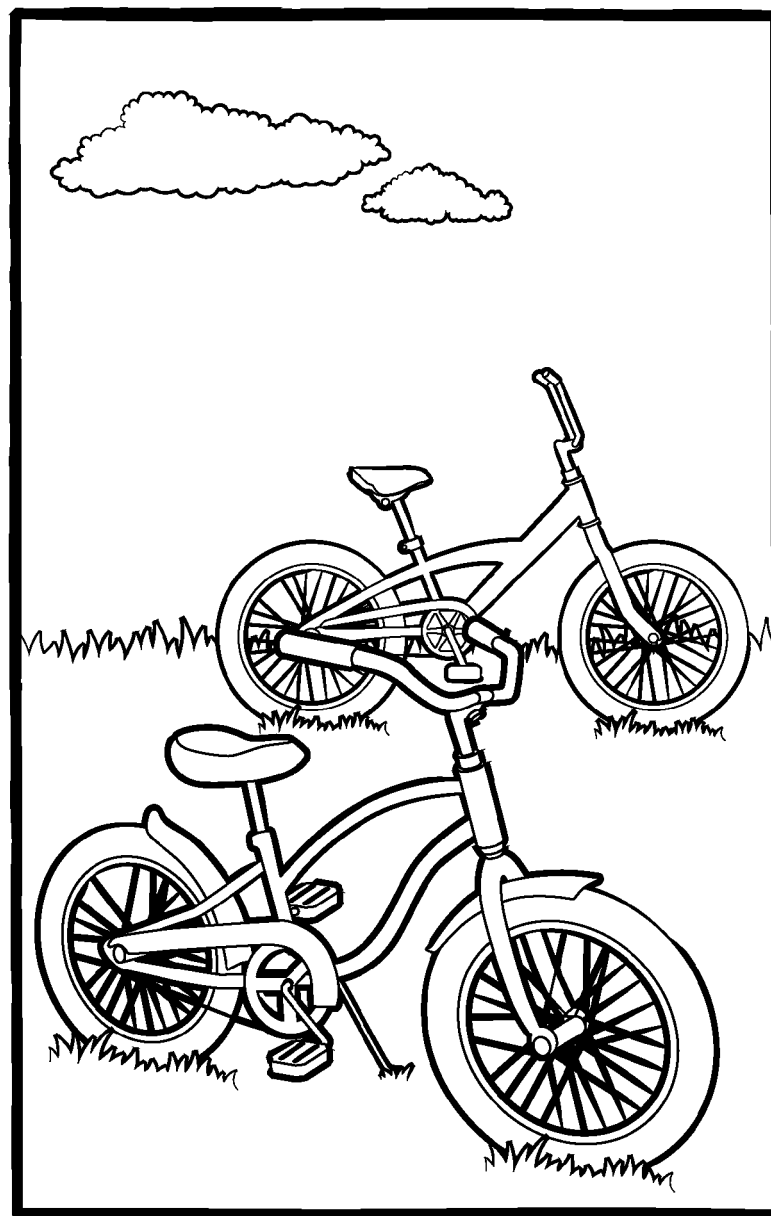
Correlation

LEVEL aa

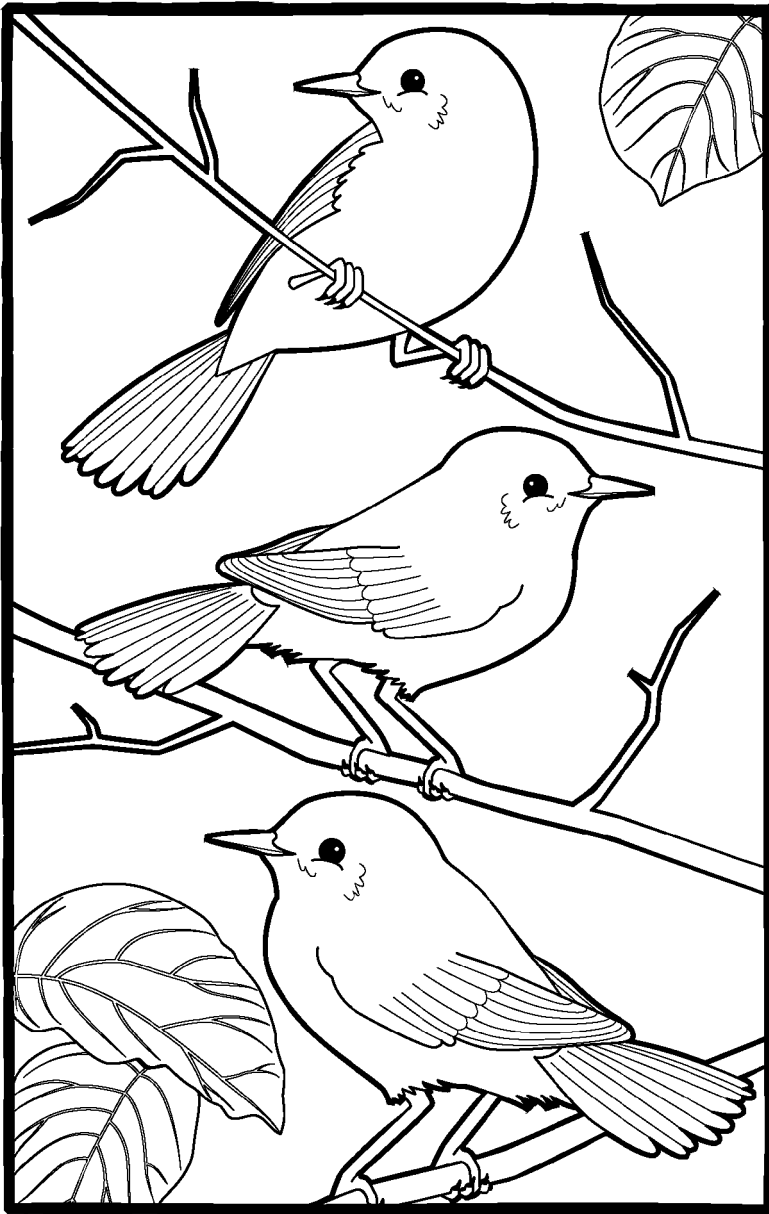
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



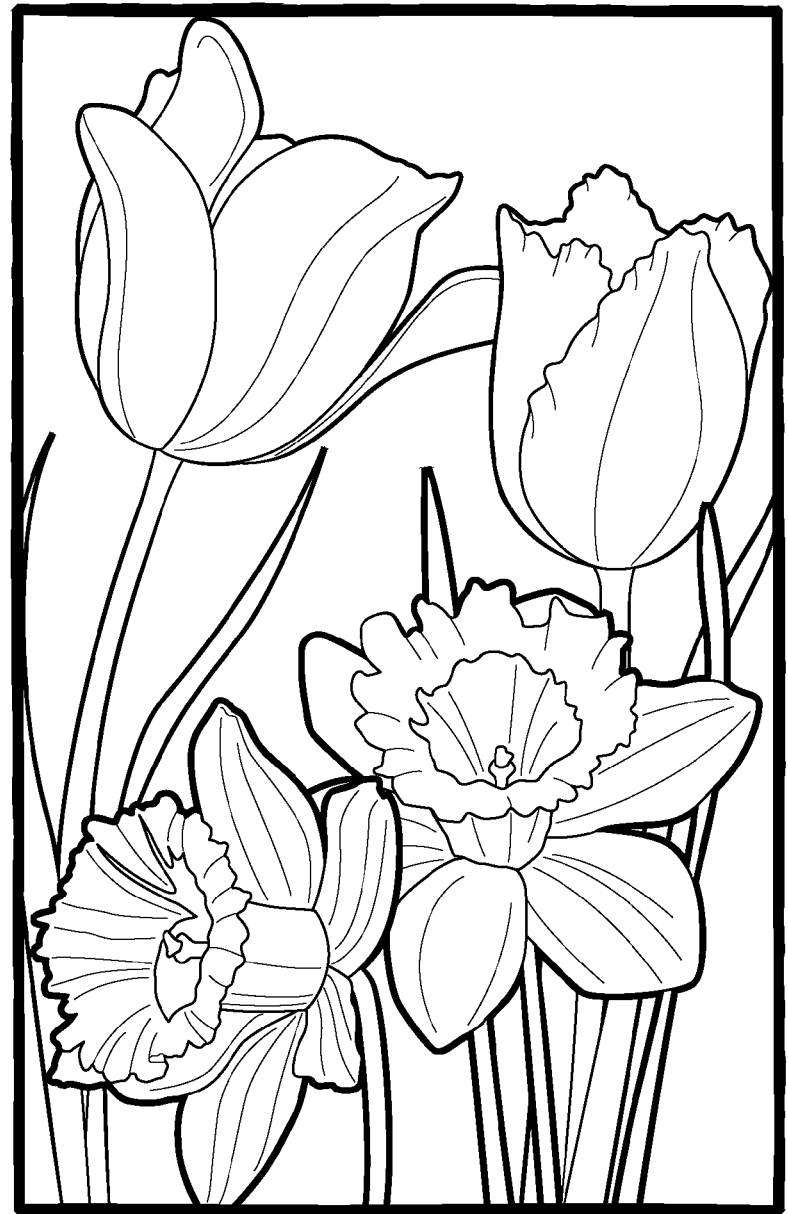
The ball.



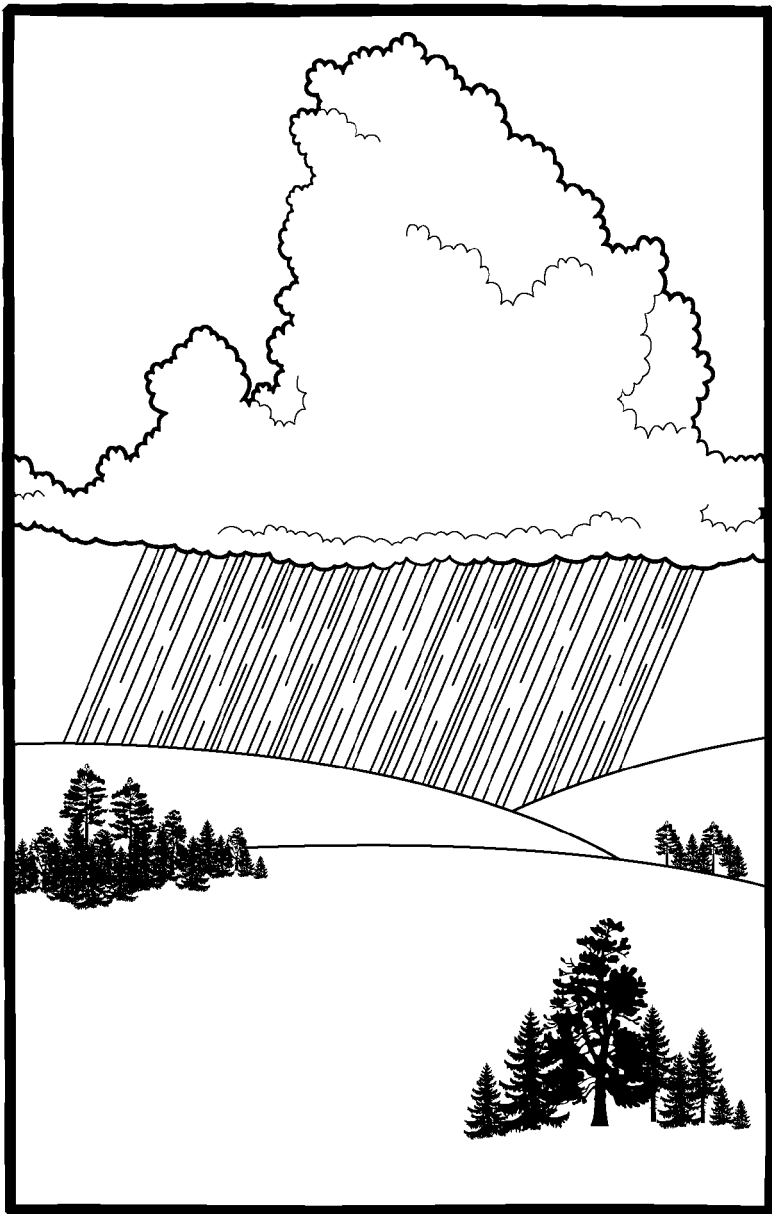
The bikes.



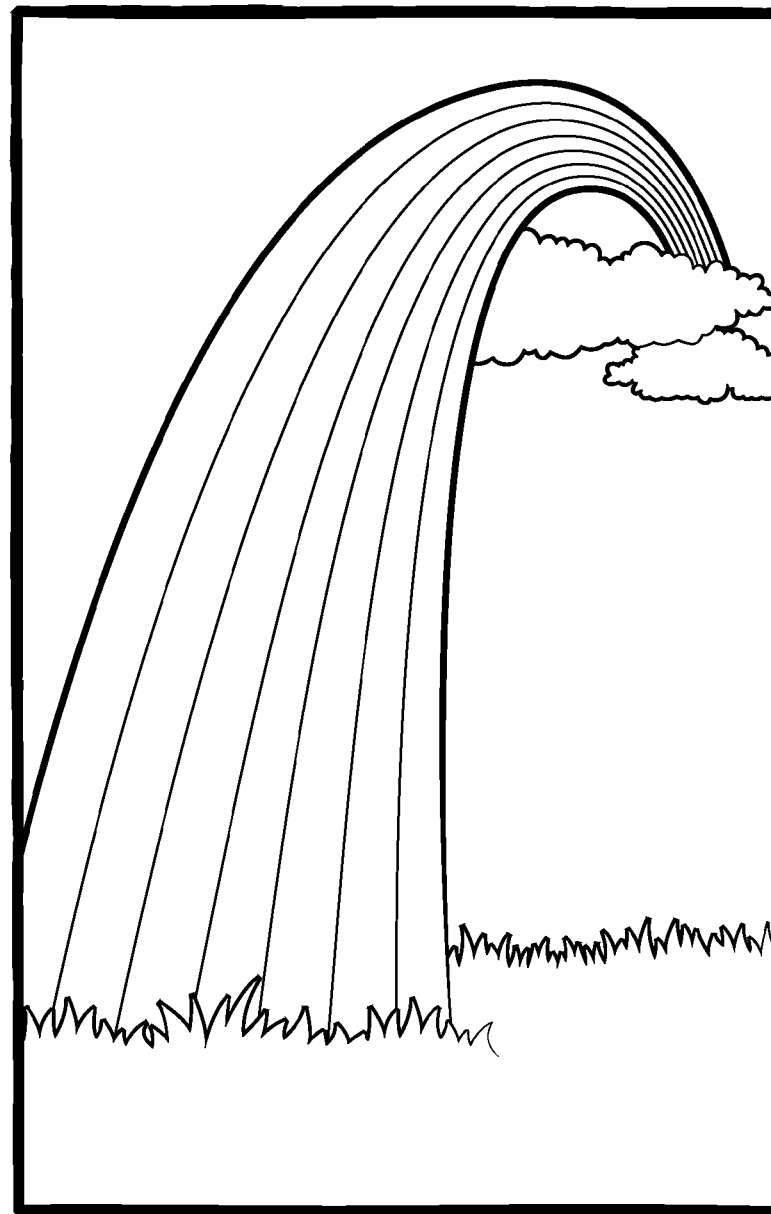
The birds.



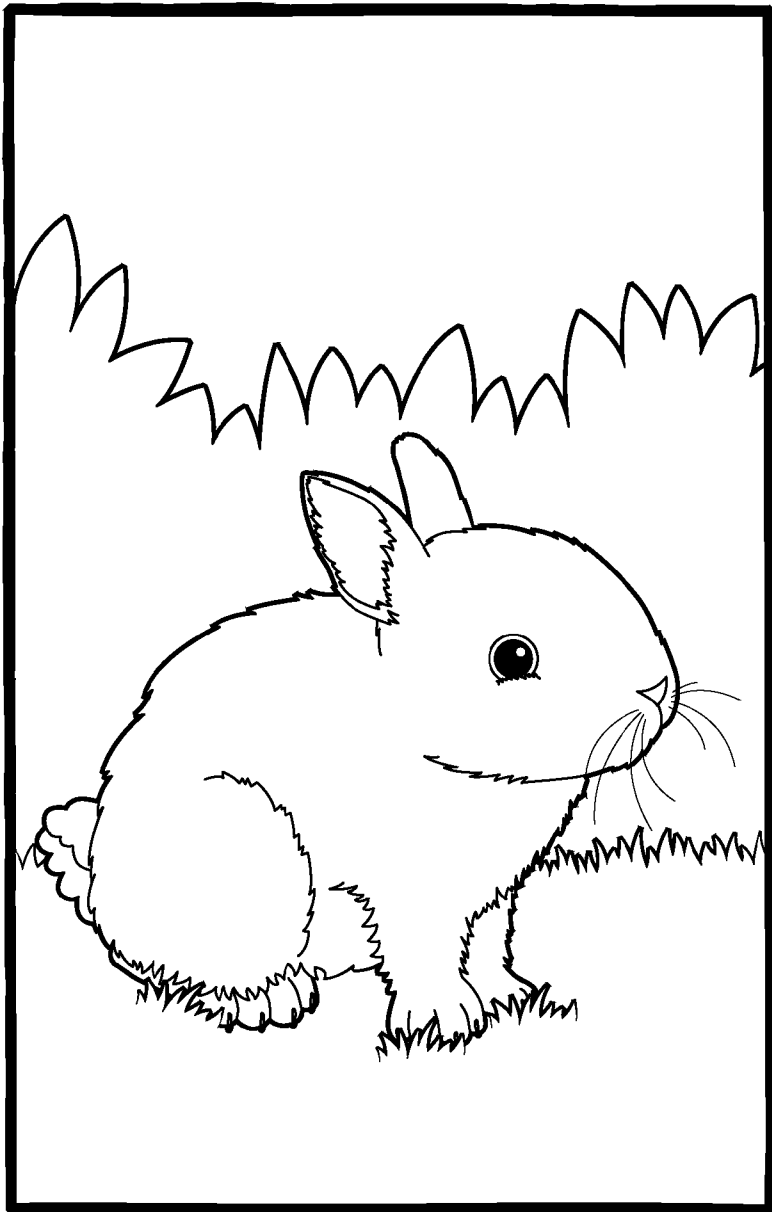
The flowers.



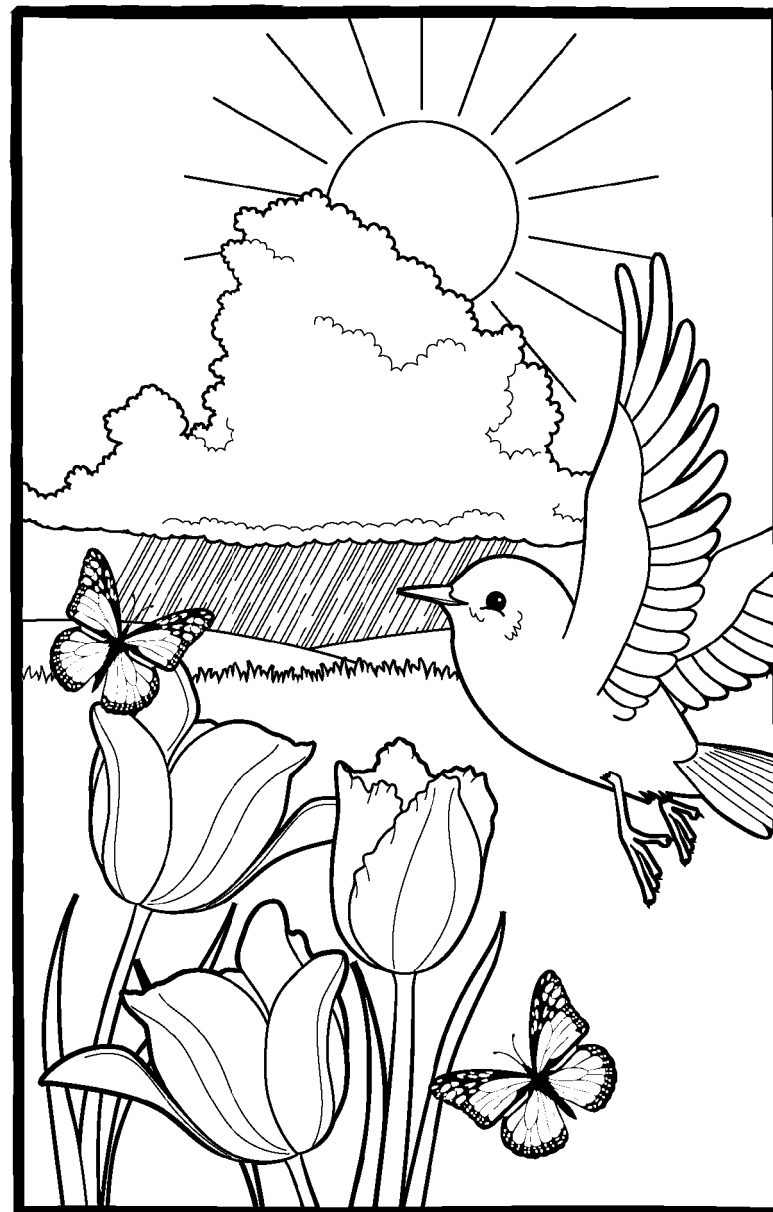
The rain.



The rainbow.

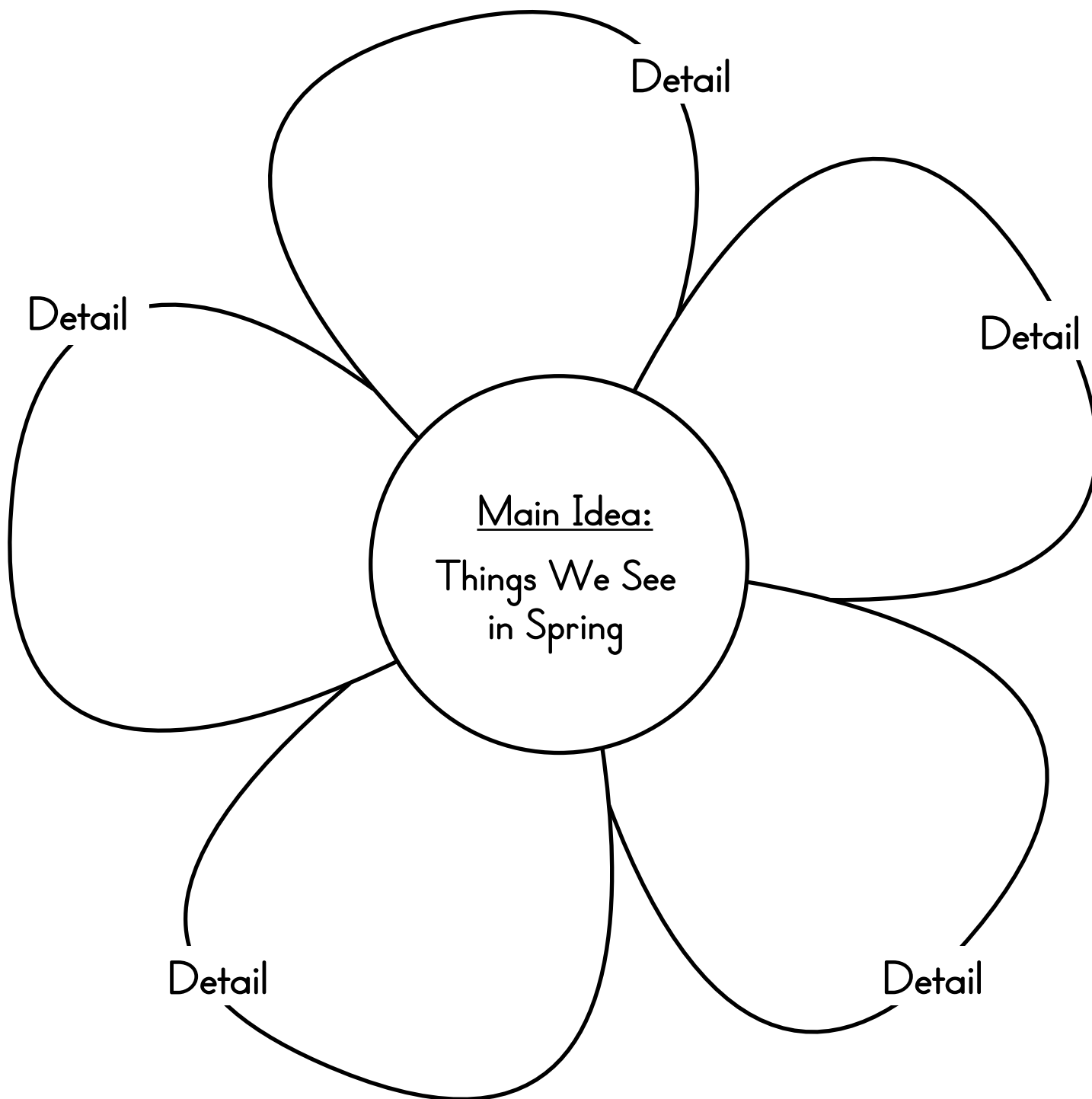


The bunny.



The spring.

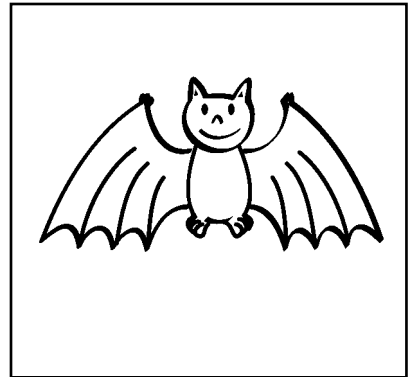
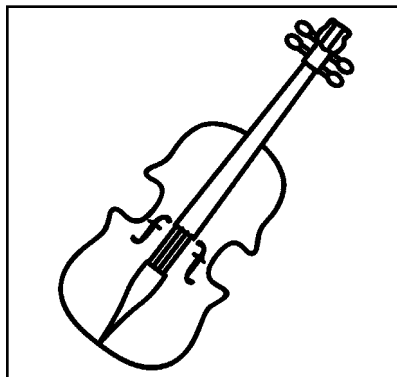
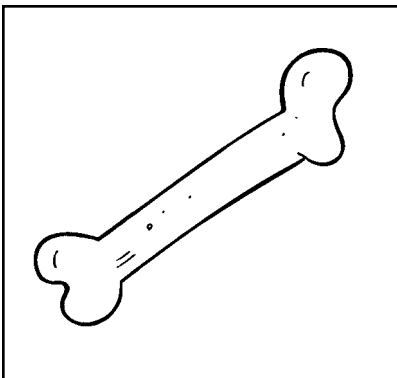
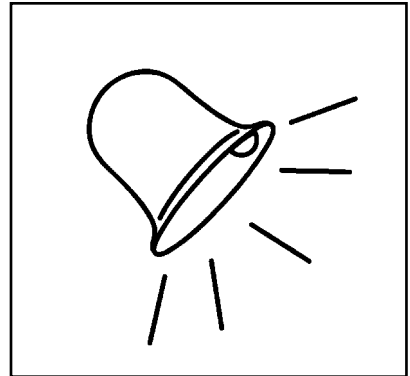
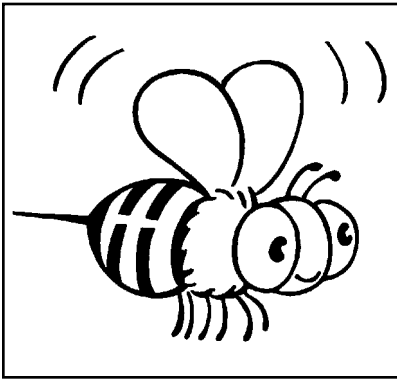
Name _____



Instructions: Have students write the main idea in the center of the flower. Then have them draw and label the details in the petals.

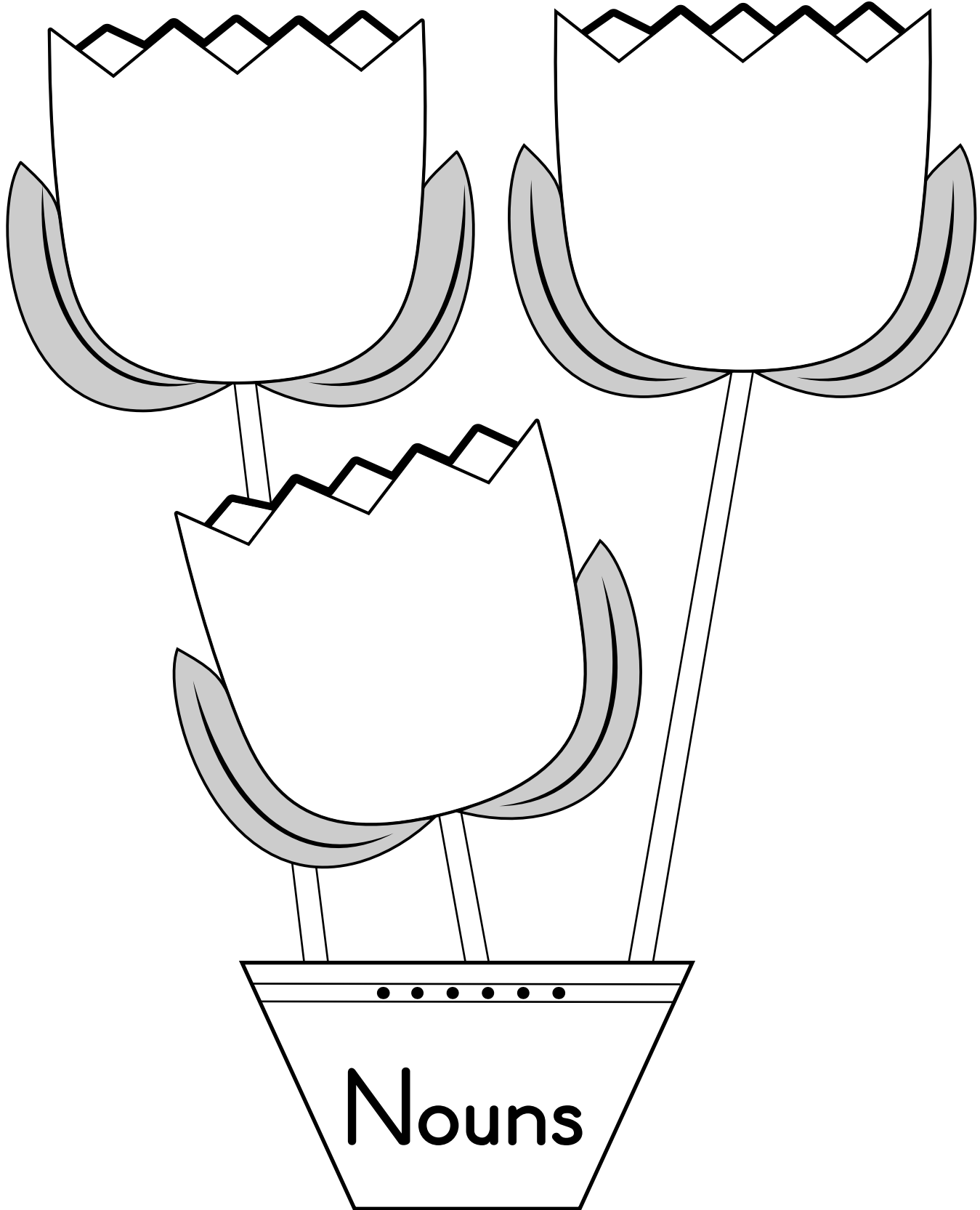
Name _____

Bb



Instructions: Say the name of each picture aloud with students. Have them write *Bb* under the pictures that begin with the initial consonant /b/ sound.

Name _____



Instructions: Have students draw a picture that represents a naming word, or noun, in each of the three flowers. Encourage them to label their drawings with the nouns.

Play Ball!

A Reading A-Z Level aa Leveled Reader

Word Count: 20

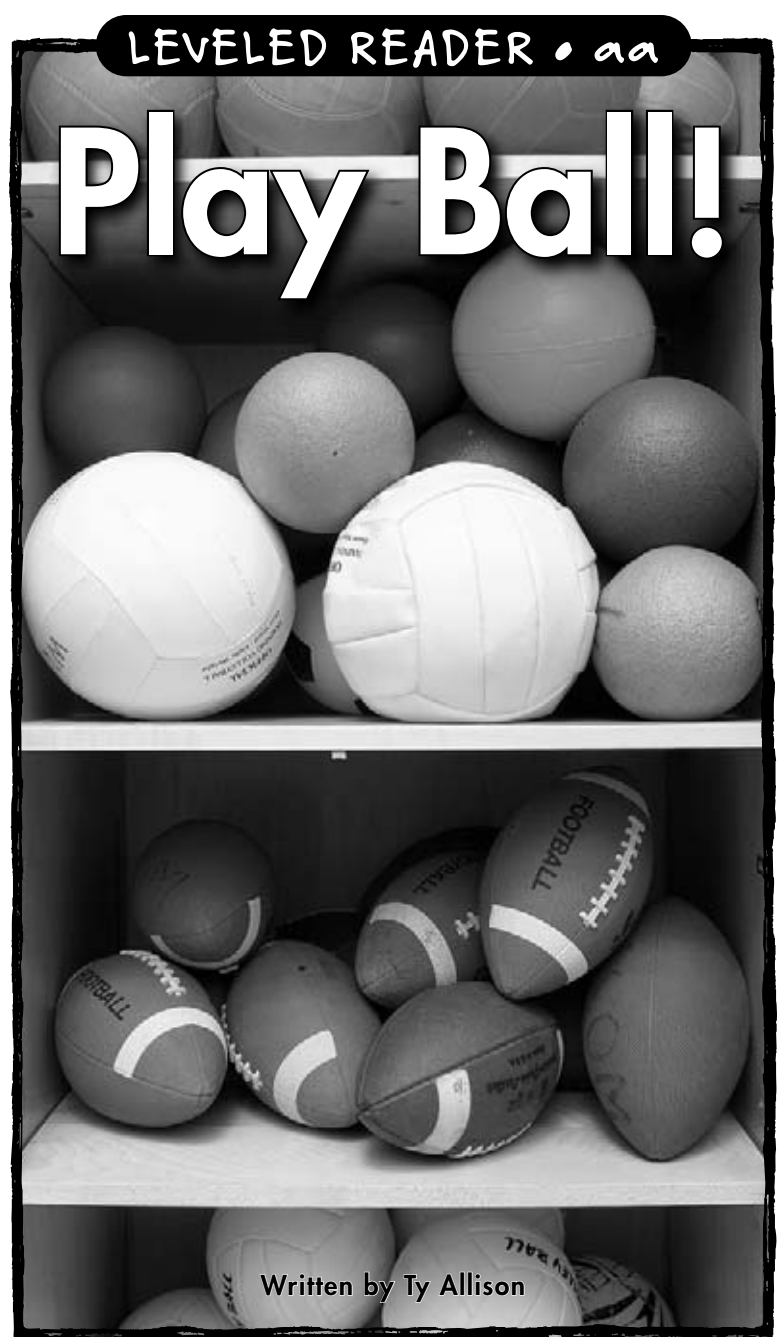


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LEVELED READER • aa

Play Ball!



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Play Ball!

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Play Ball!
Level aa Leveled Reader
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Written by Ty Allison

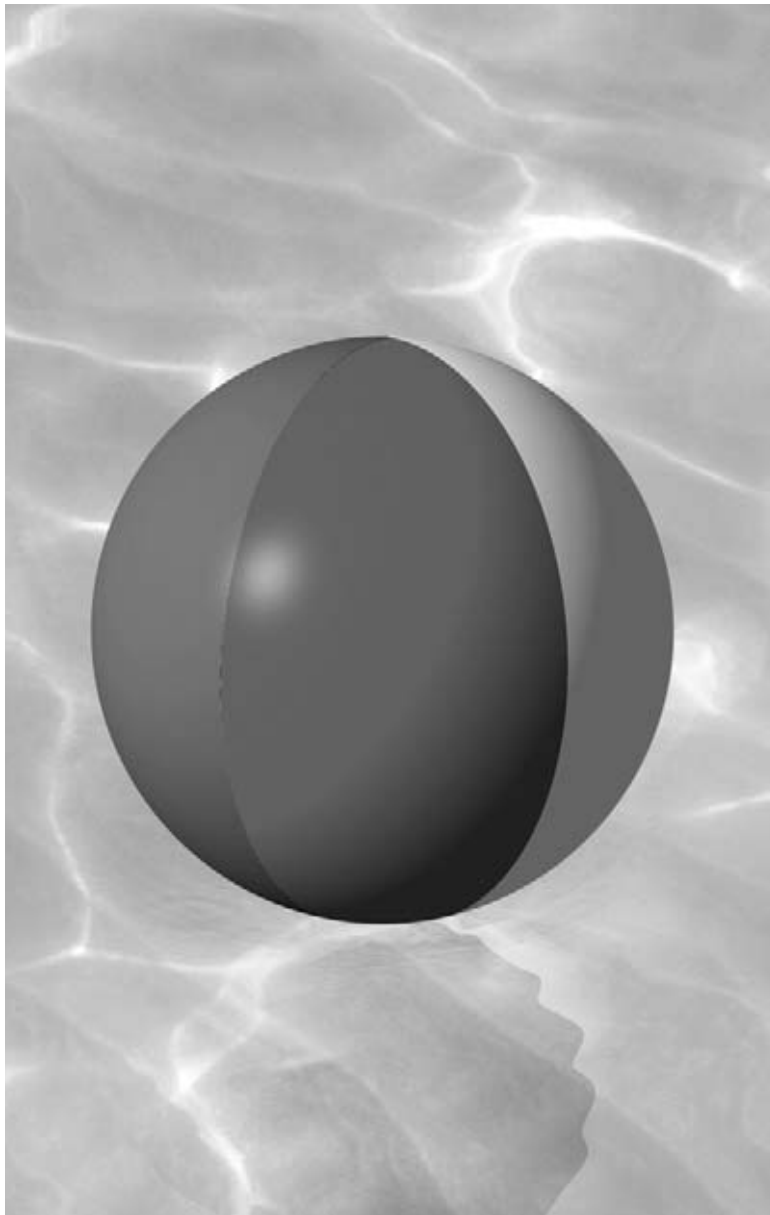
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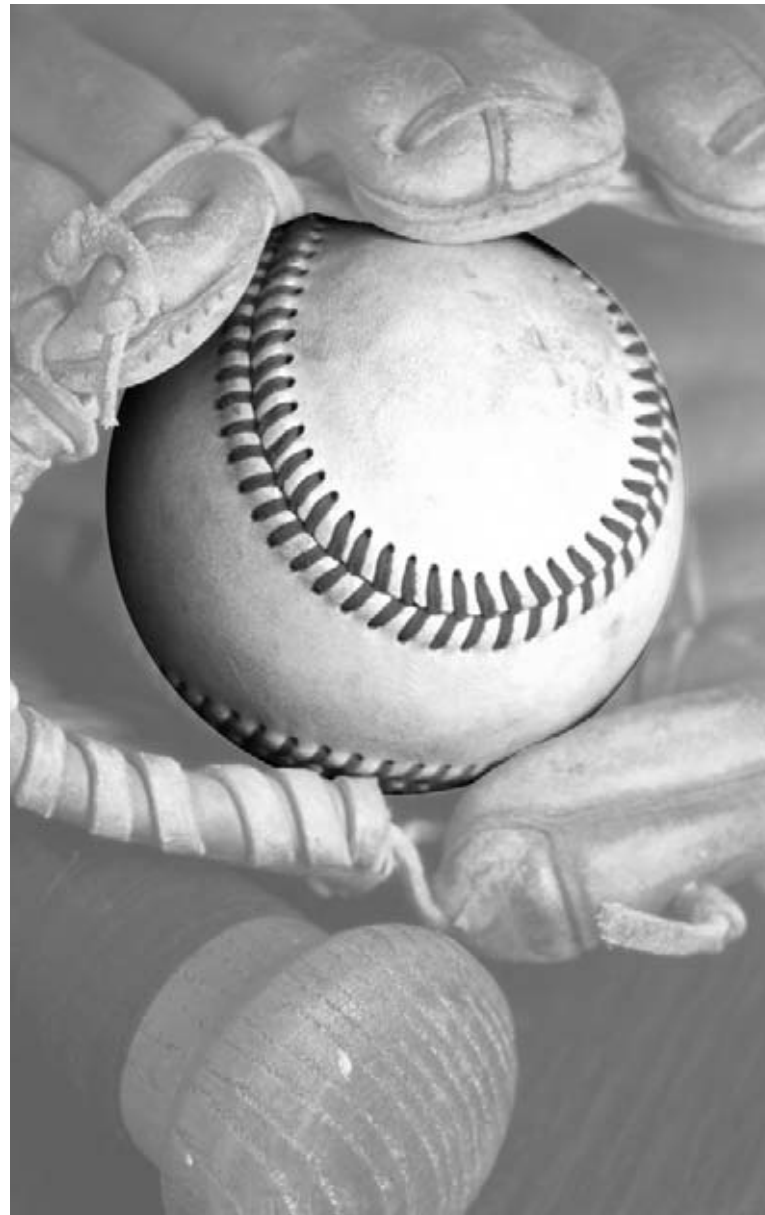
Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



A beach ball.



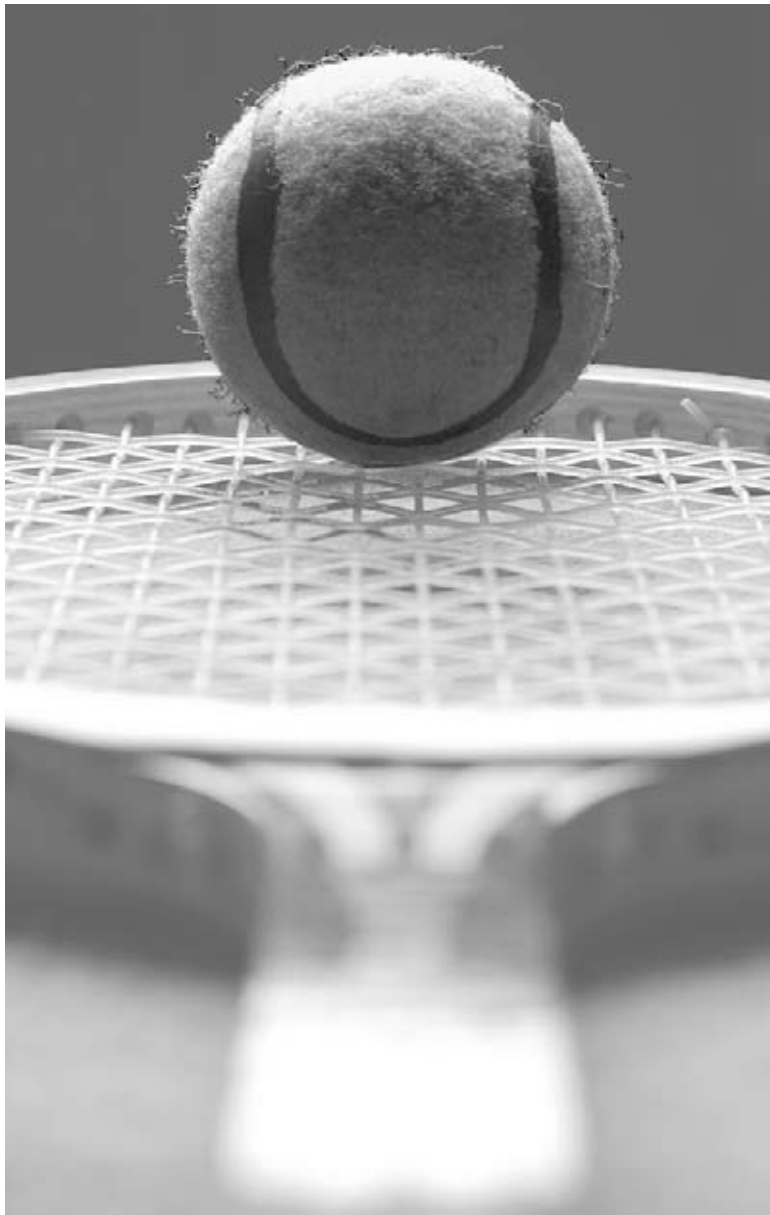
A baseball.



A basketball.



A football.



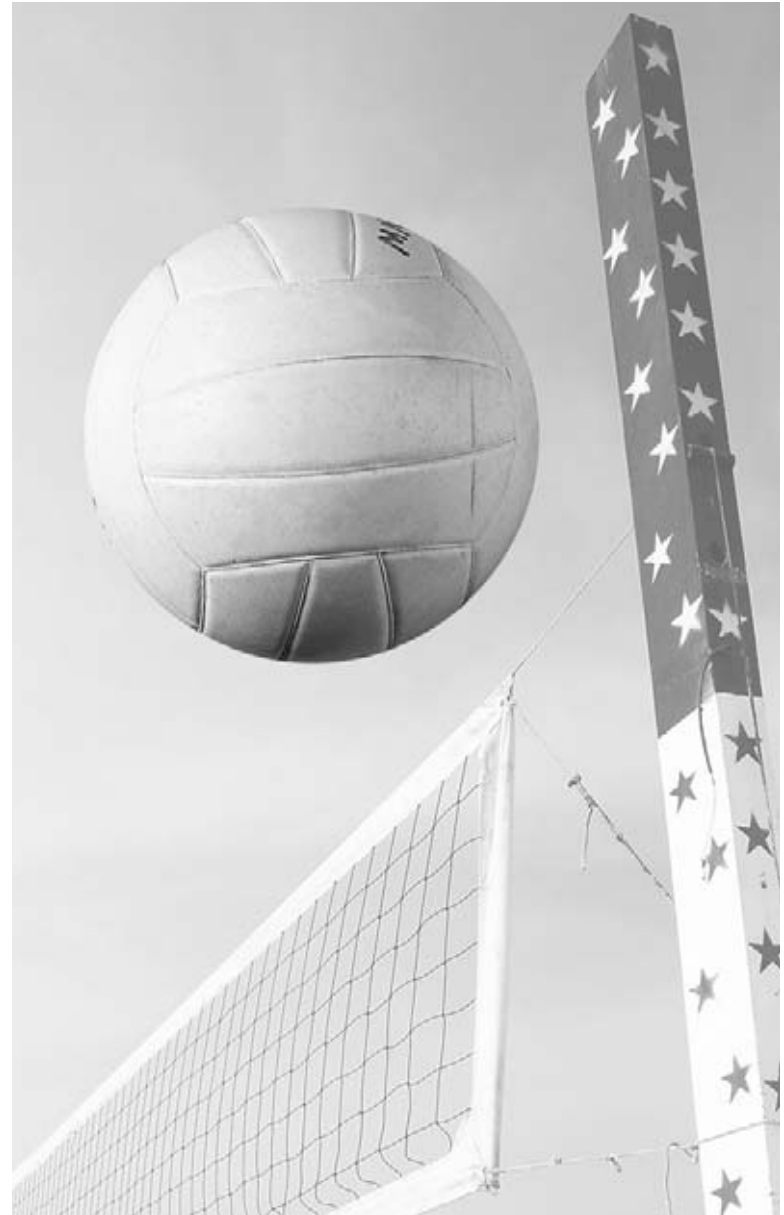
A tennis ball.



A golf ball.

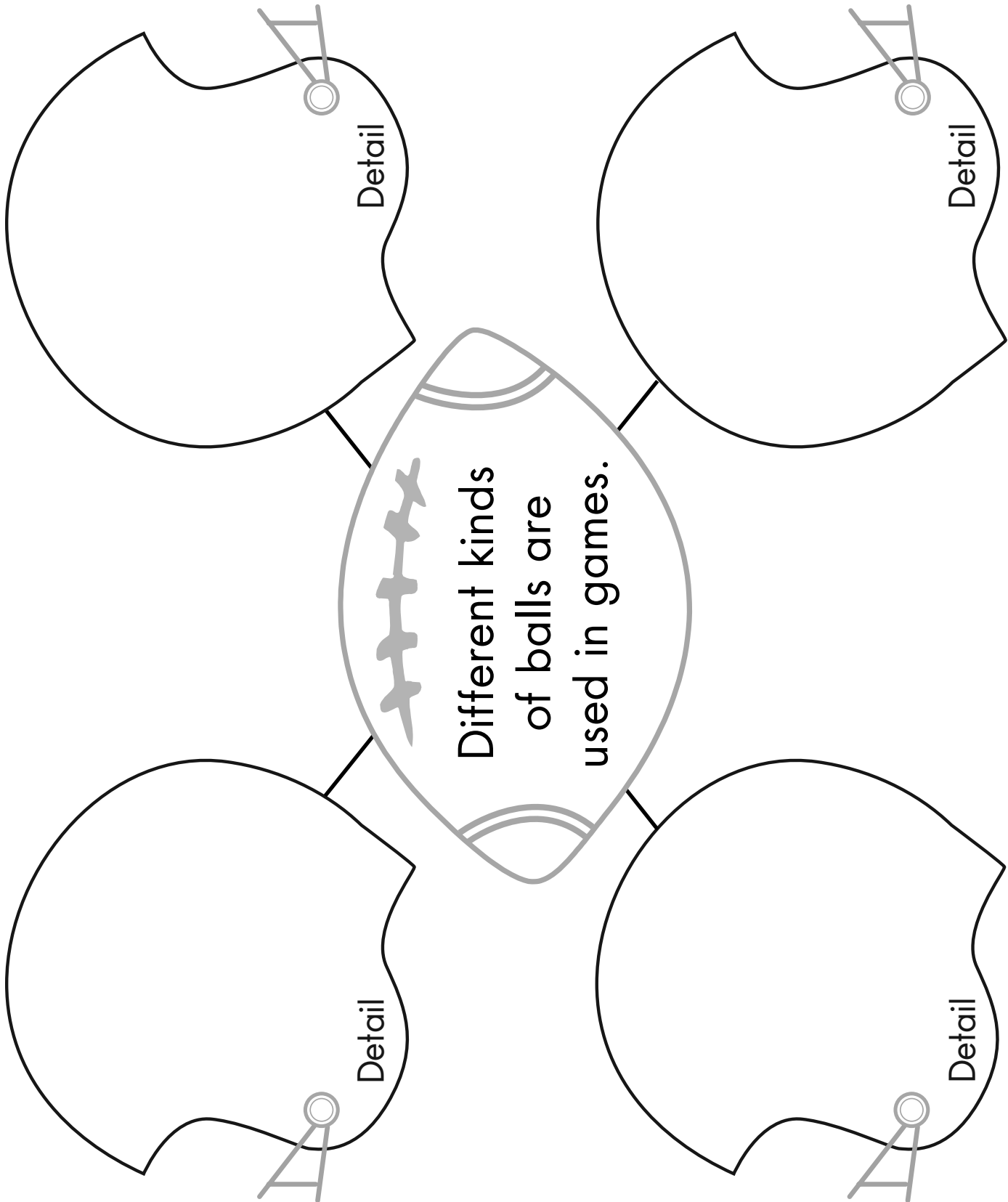


A soccer ball.



A volleyball.

Name _____

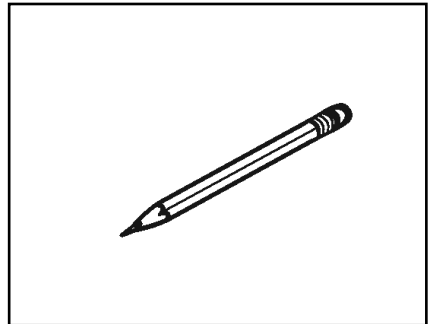
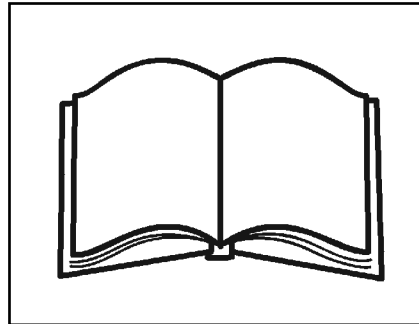
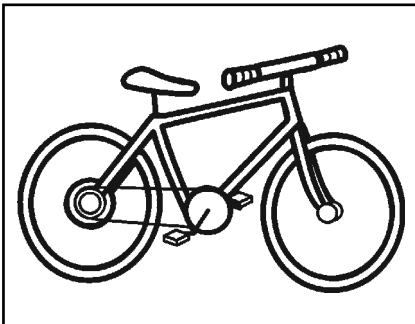
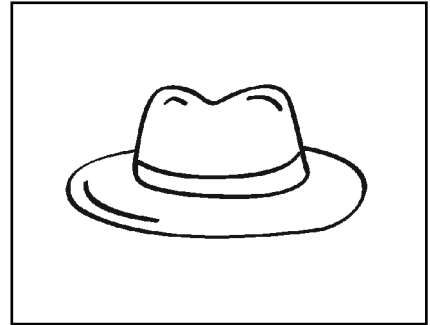
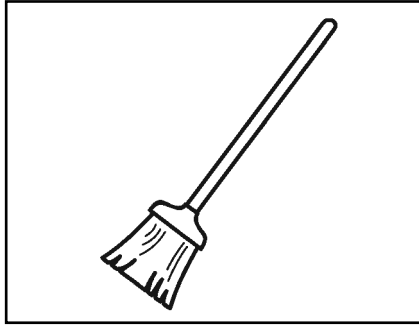
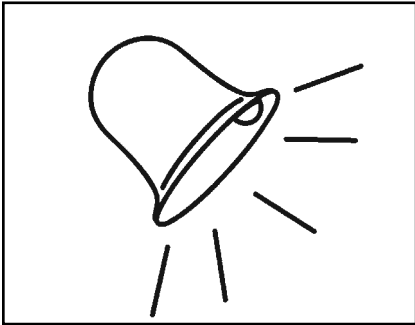


INSTRUCTIONS: Read the main idea with students. Have them draw and write the details from the story in the helmets. They may use the book to help them write the words.

Name _____

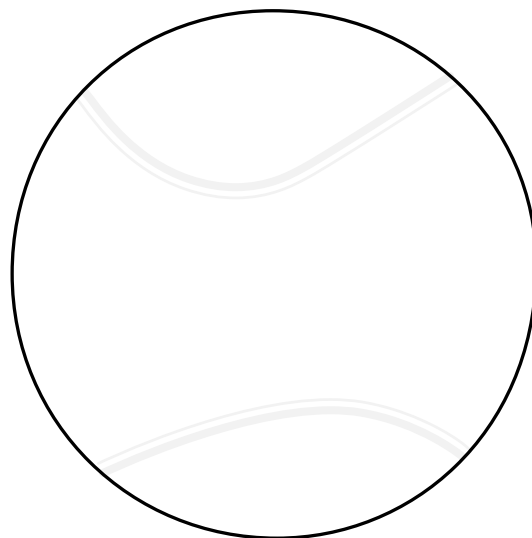
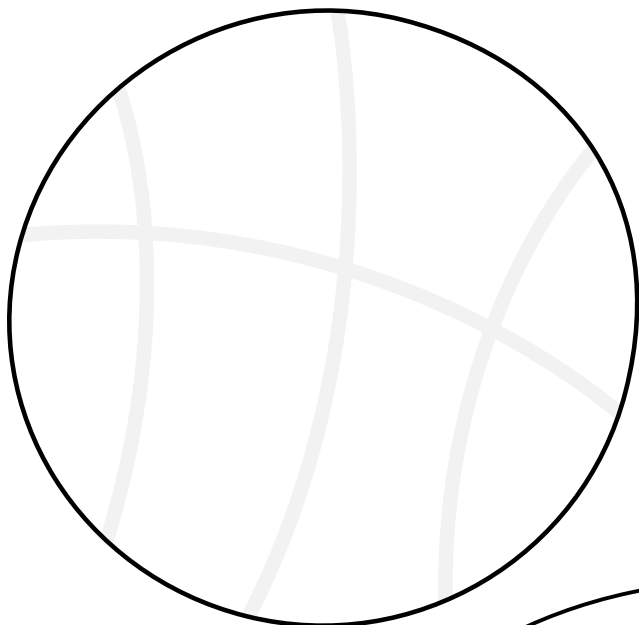


Bb

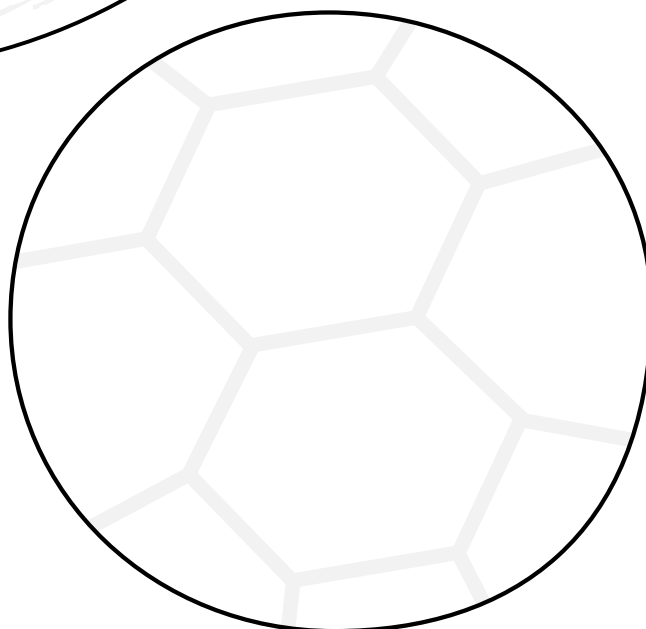
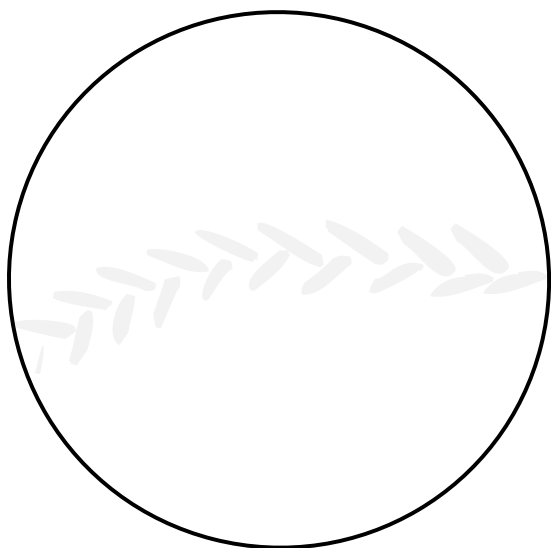
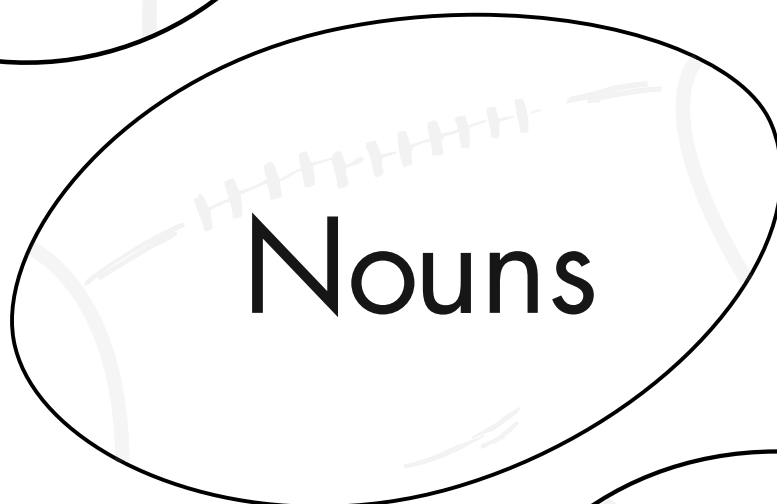


INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the /b/ sound, have them write the letter *Bb* on the line below the picture.

Name _____



PLAY BALL! • LEVEL aa • 3



SKILL: NOUNS

INSTRUCTIONS: Have students draw a picture of a noun in each of the spaces provided. Encourage them to label each picture with the name of the noun.

It Is Fall

A Reading A-Z Level aa Leveled Reader

Word Count: 16

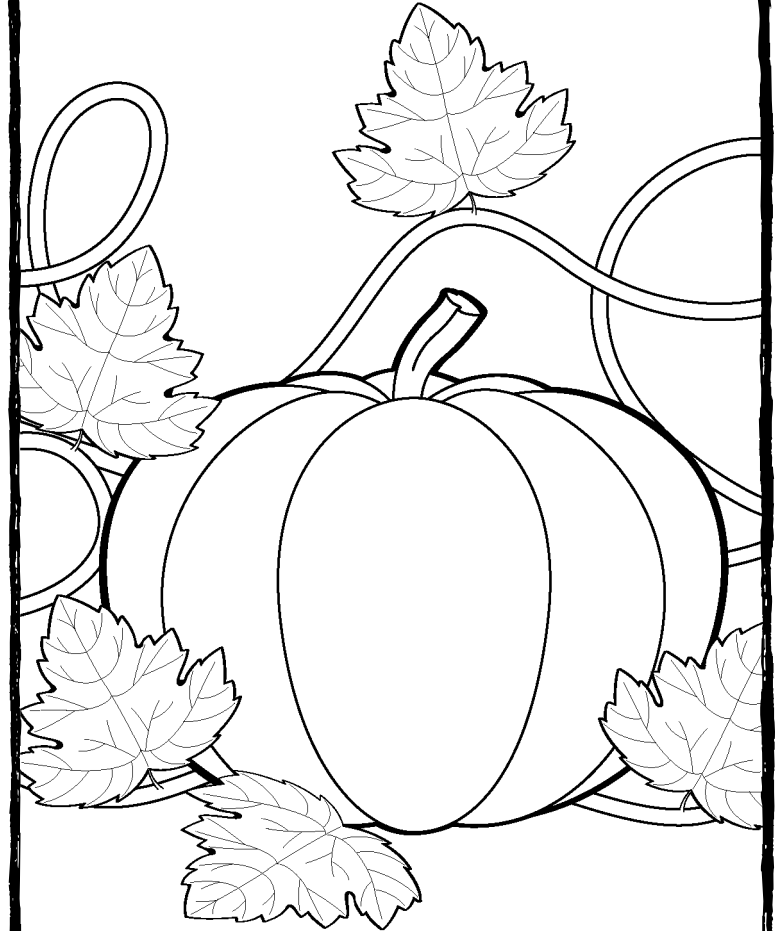



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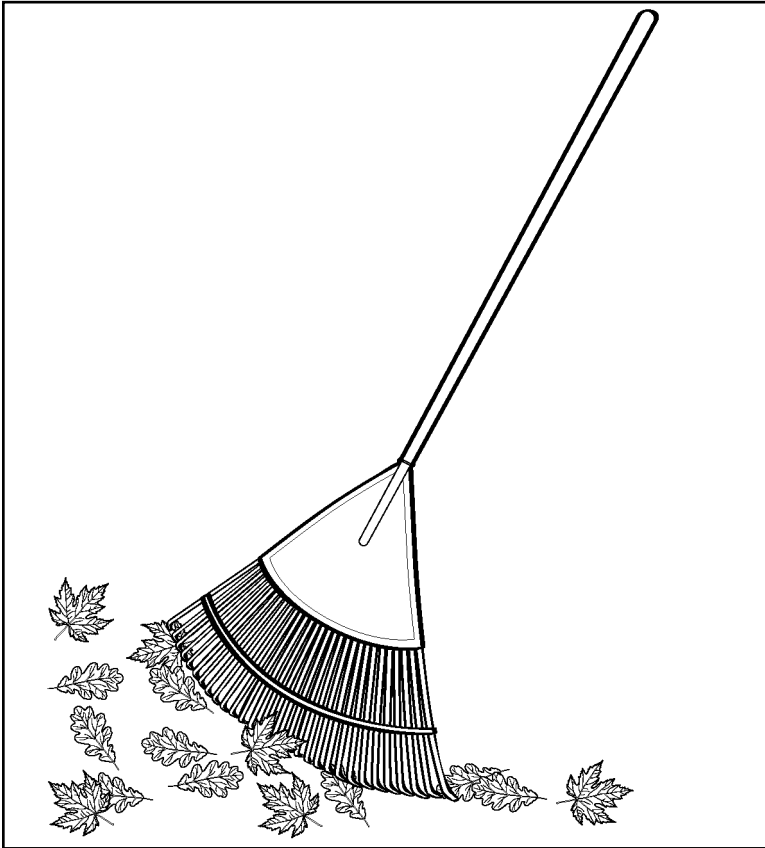
It Is Fall



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Illustrated by Signe Nordin

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It Is Fall



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Illustrated by Signe Nordin

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It Is Fall
Level aa Leveled Reader
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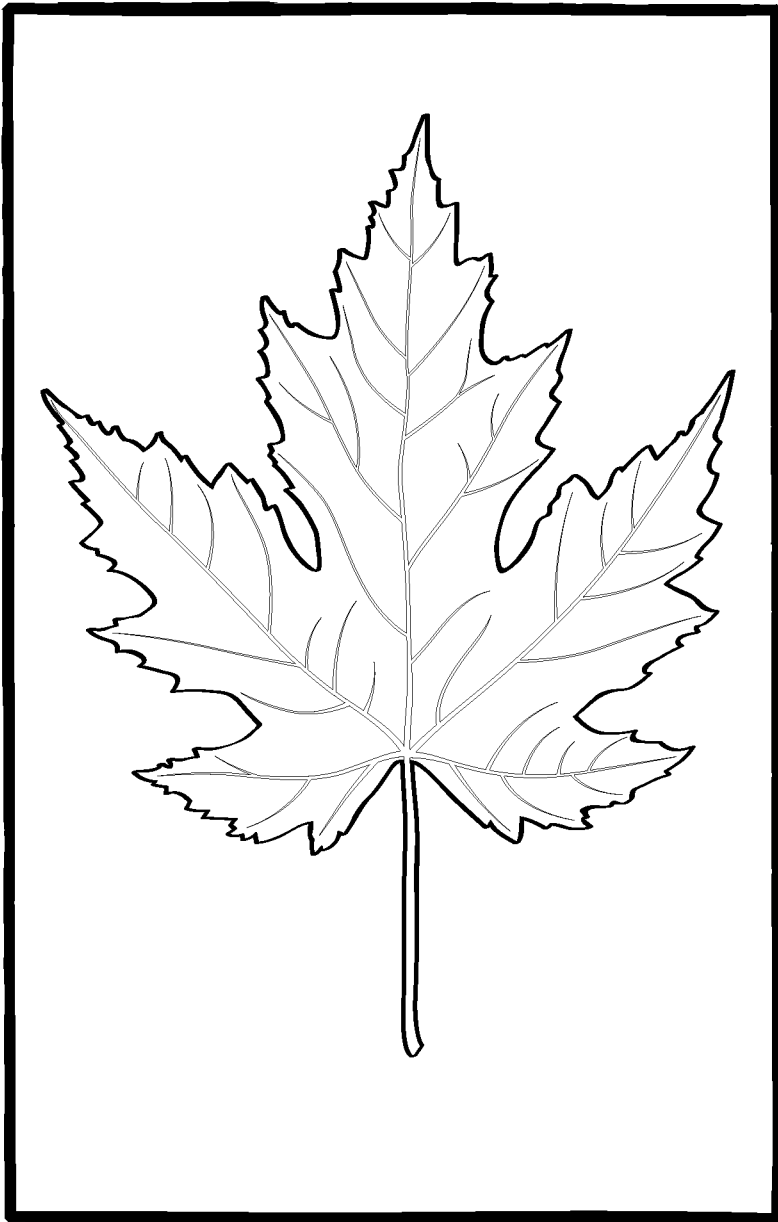
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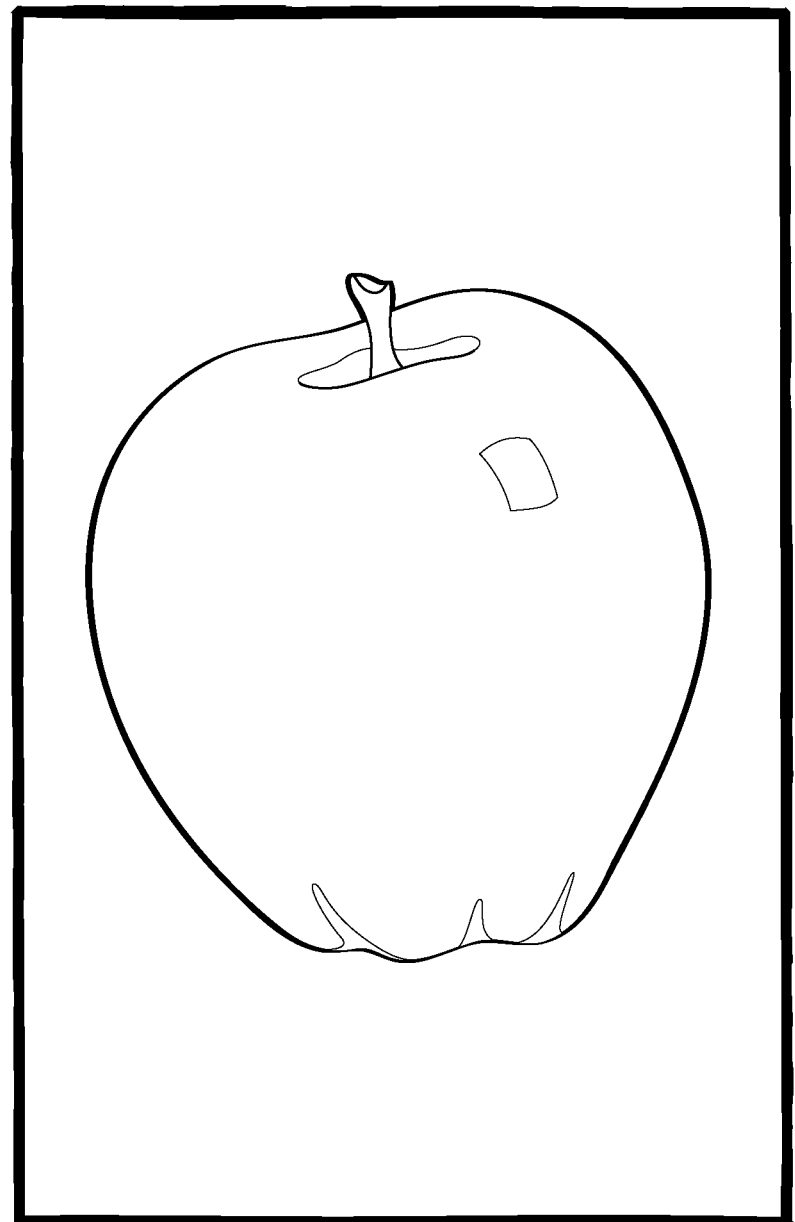
Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



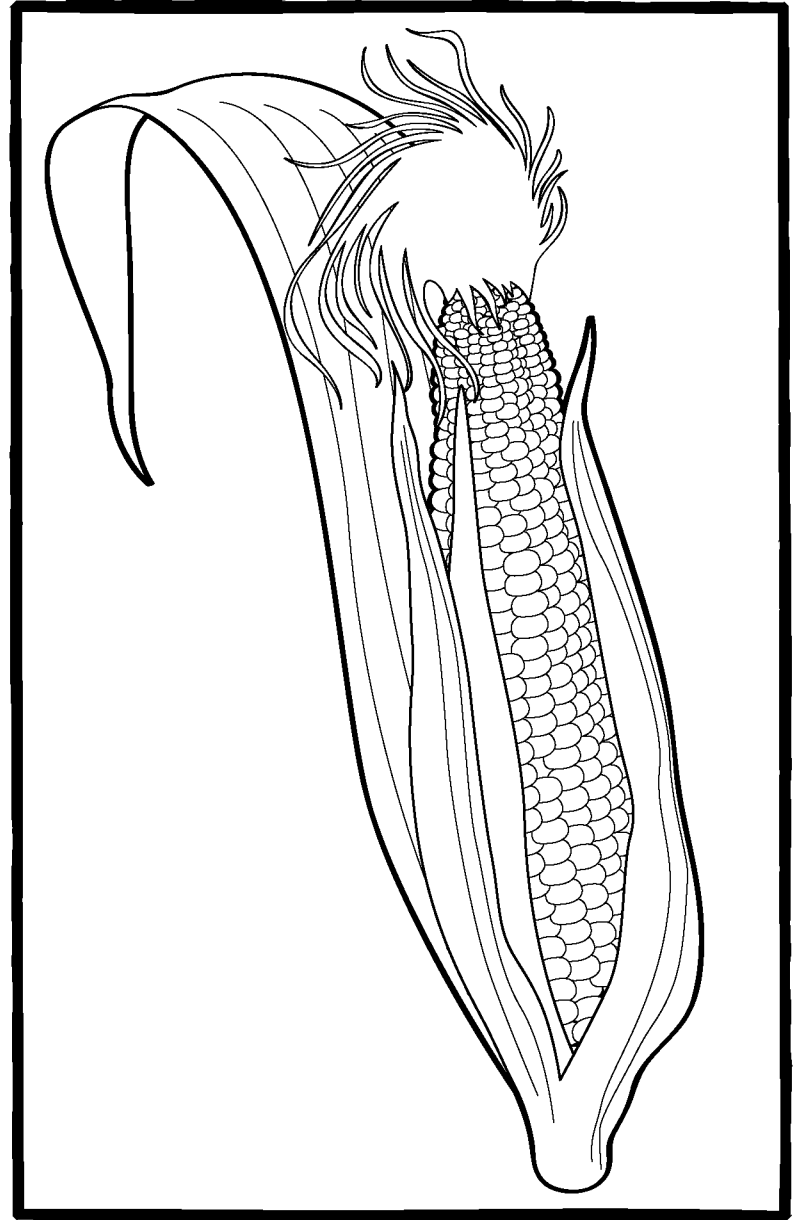
The leaf.



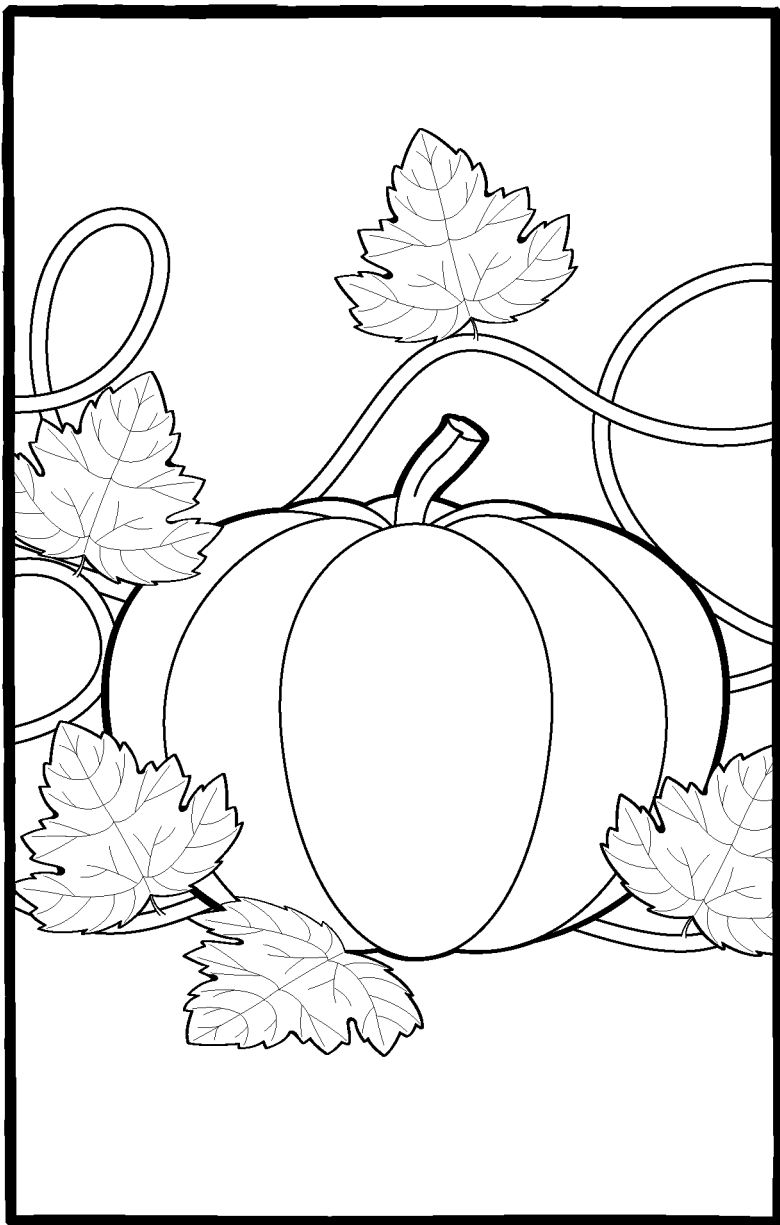
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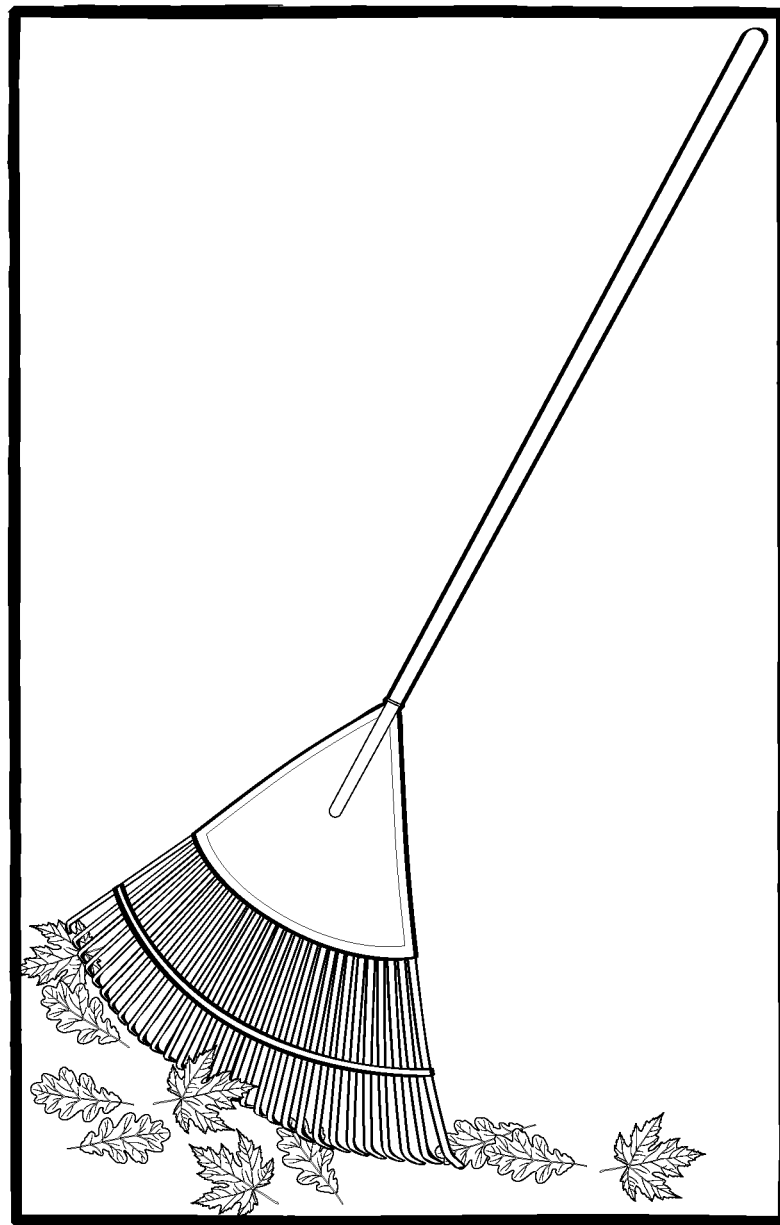
The acorn.



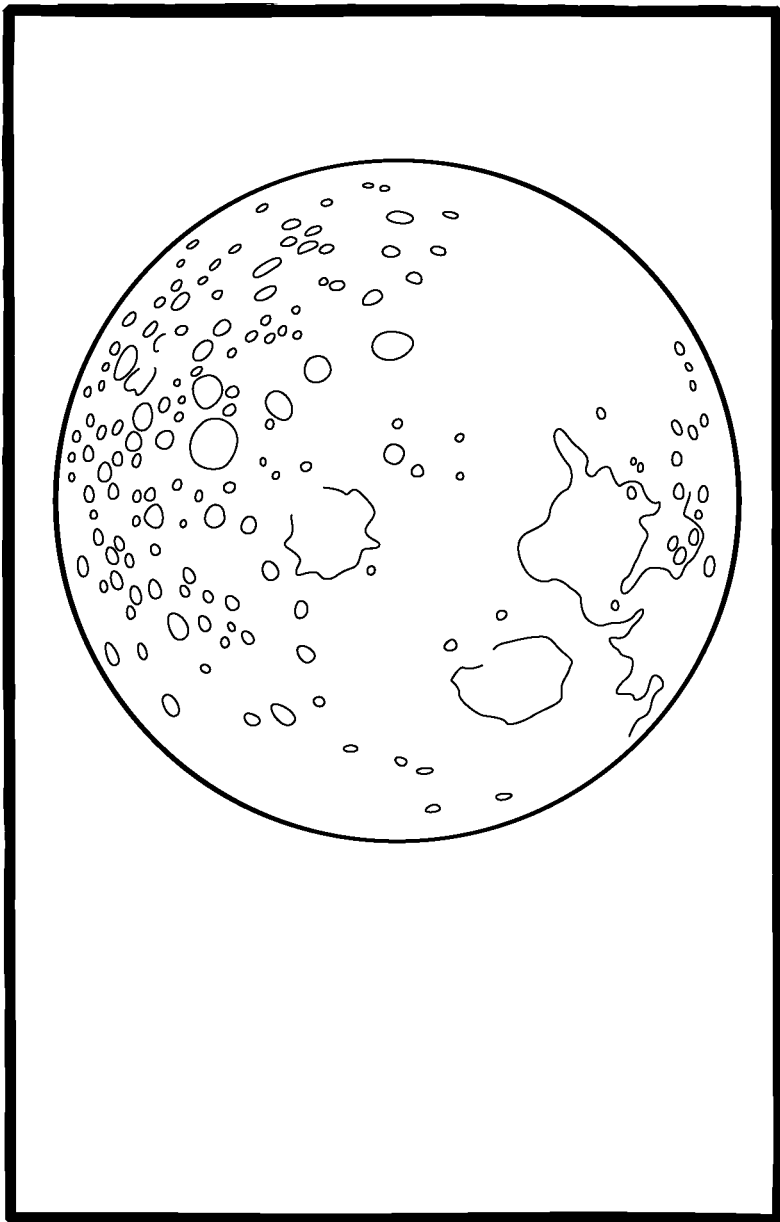
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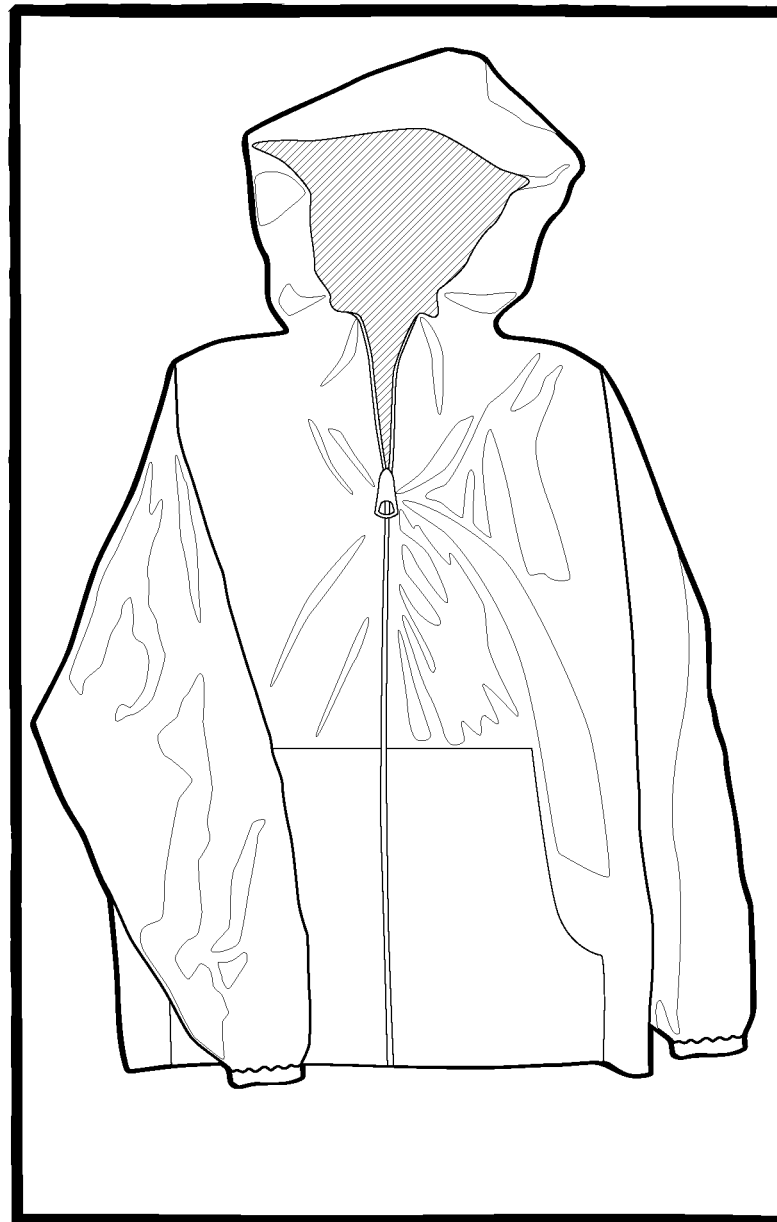
The pumpkin.



The rake.

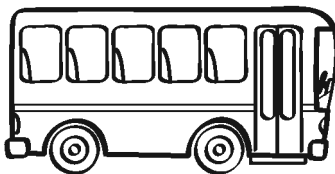
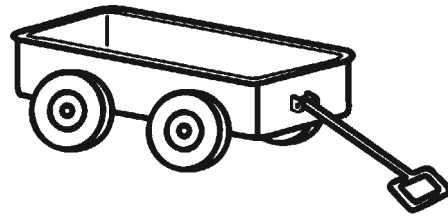
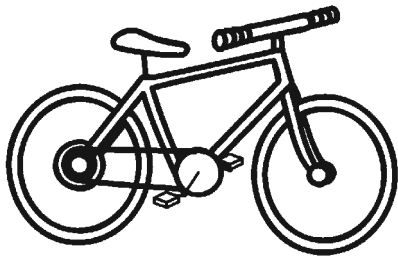
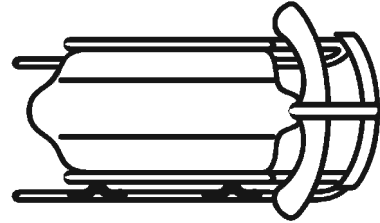
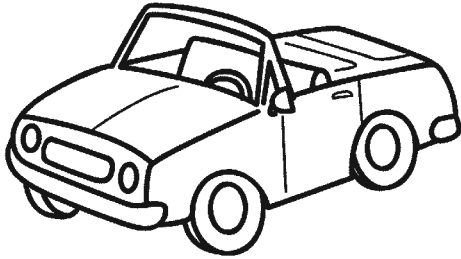


The moon.



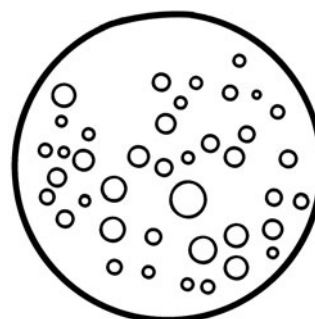
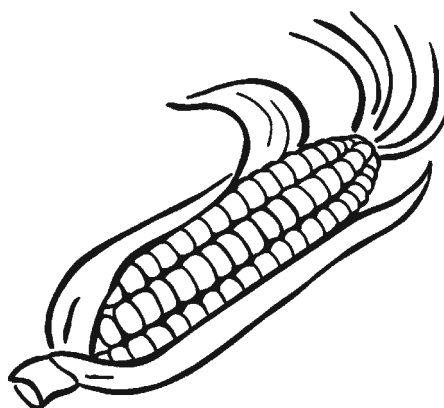
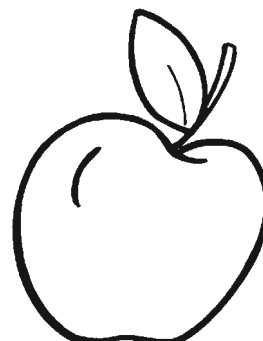
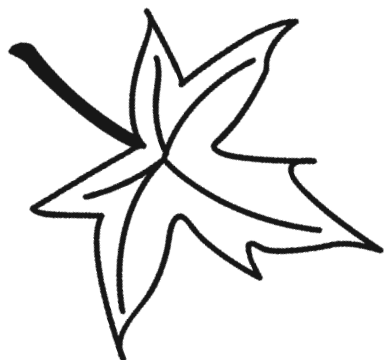
The jacket.

Name _____



INSTRUCTIONS: Cut out the pictures. Use them to model how to sort information into groups.

Name _____



IT IS FALL • LEVEL aa • 2

SKILL: CLASSIFY INFORMATION

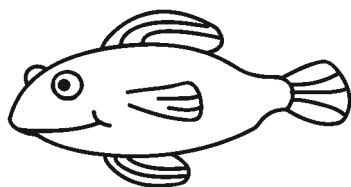
INSTRUCTIONS: Identify each picture with students. Have them cut out the pictures and sort them into groups. When they are finished, have students explain how they sorted the pictures.

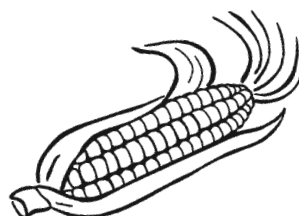
Name _____

Ff

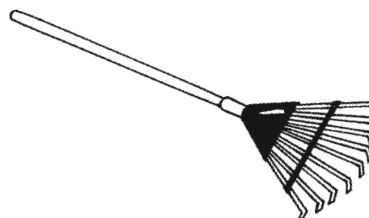








5



INSTRUCTIONS: Have students identify each picture. Ask them to write the upper- and lowercase *Ff* under the pictures that begin with the /f/ sound.

Name _____

1. The cow moos.

IT IS FALL • LEVEL aa • 4

2. The hat is red.

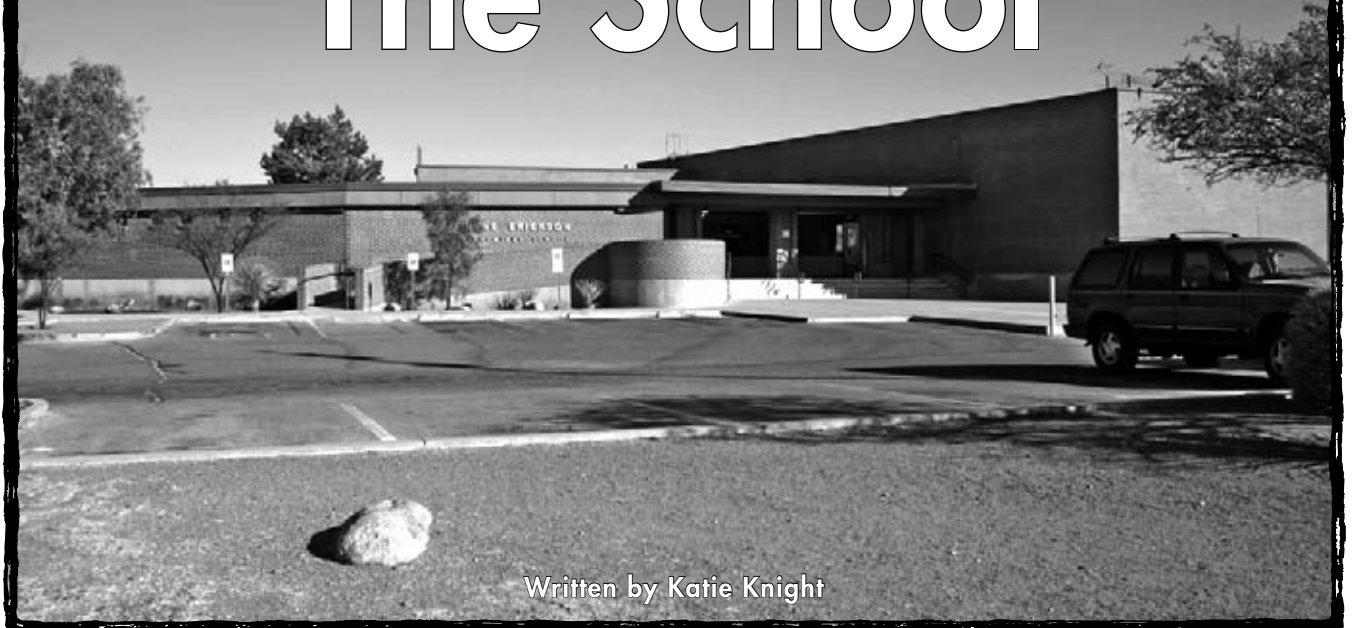
3. The tree grows.

SKILL: NOUNS

INSTRUCTIONS: Read the sentences aloud with students. Have them underline the noun in each sentence and draw a picture of the underlined word in the box.

LEVELED READER • aa

The School



Written by Katie Knight

www.readinga-z.com

The School

A Reading A-Z Level aa Leveled Reader • Word Count: 18



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The School



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Correlation	
LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

The School
Level aa leveled Reader
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The classroom.

3

The music room.

4





The art room.

5

The lunchroom.

6





The library.

7

The gym.

8



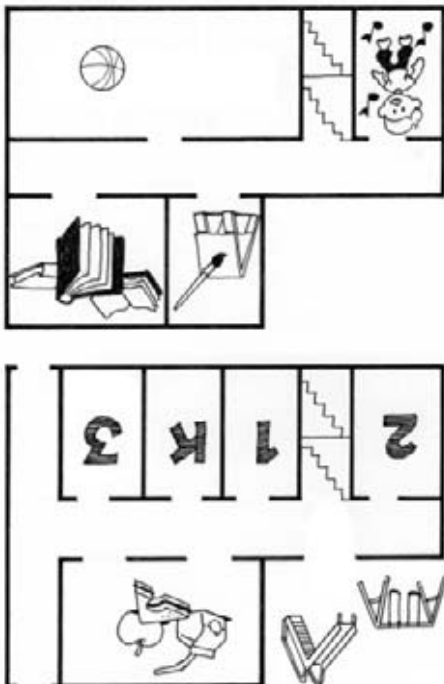


The playground.

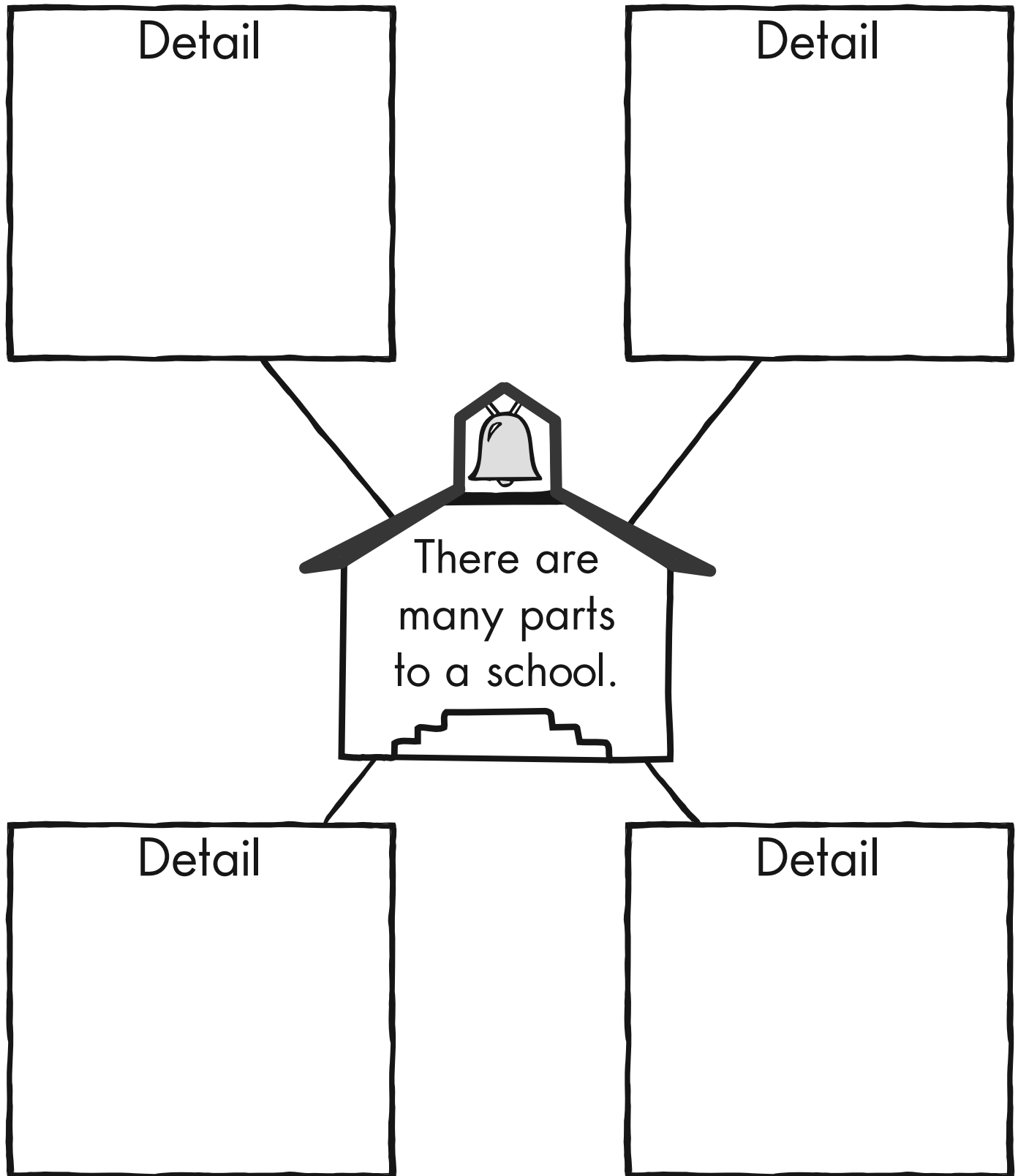
9

10

The school.



Name _____

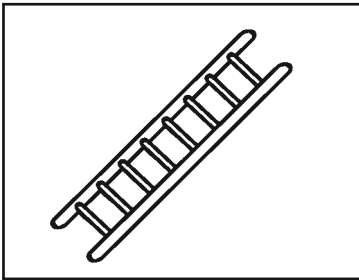
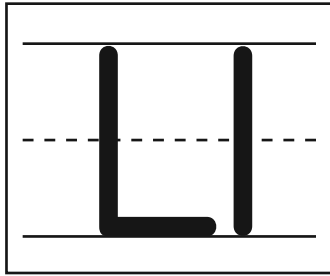


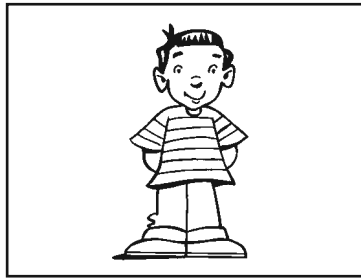
THE SCHOOL • LEVEL aa • 1

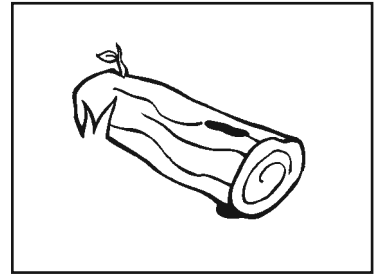
SKILL: MAIN IDEA AND DETAILS

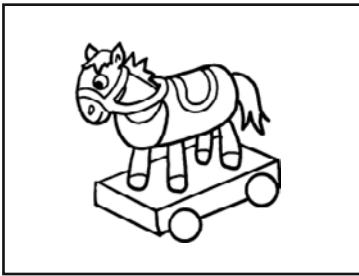
INSTRUCTIONS: Read the main idea with students. Have them draw and label details from *The School* each box. They may use the book to help them write the words.

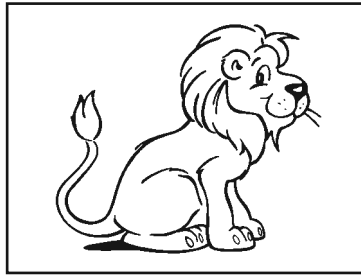
Name _____

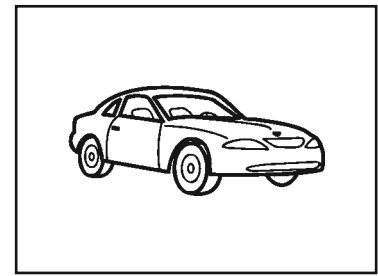












INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the // sound, have students record the upper- and lowercase letters on the line below the picture.

Name _____



1. school is fun.

2. we learn here.

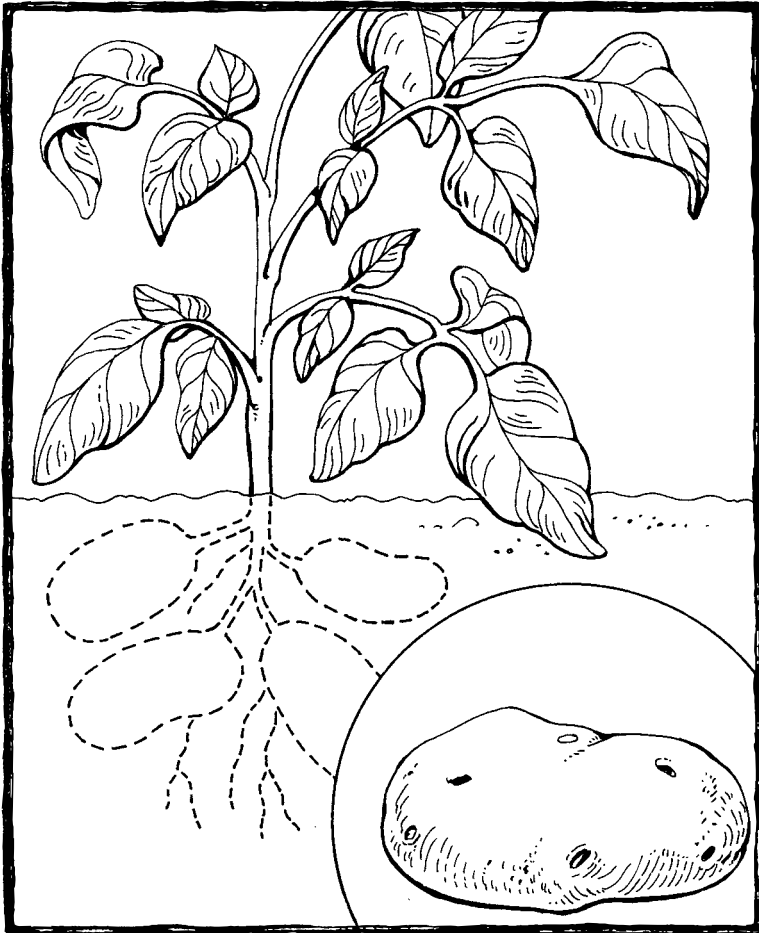
3. we play here

INSTRUCTIONS: Read each sentence with students. Have them rewrite each sentence so that it begins with a capital letter.

The Garden

A Reading A-Z Level aa Leveled Reader

Word Count: 16

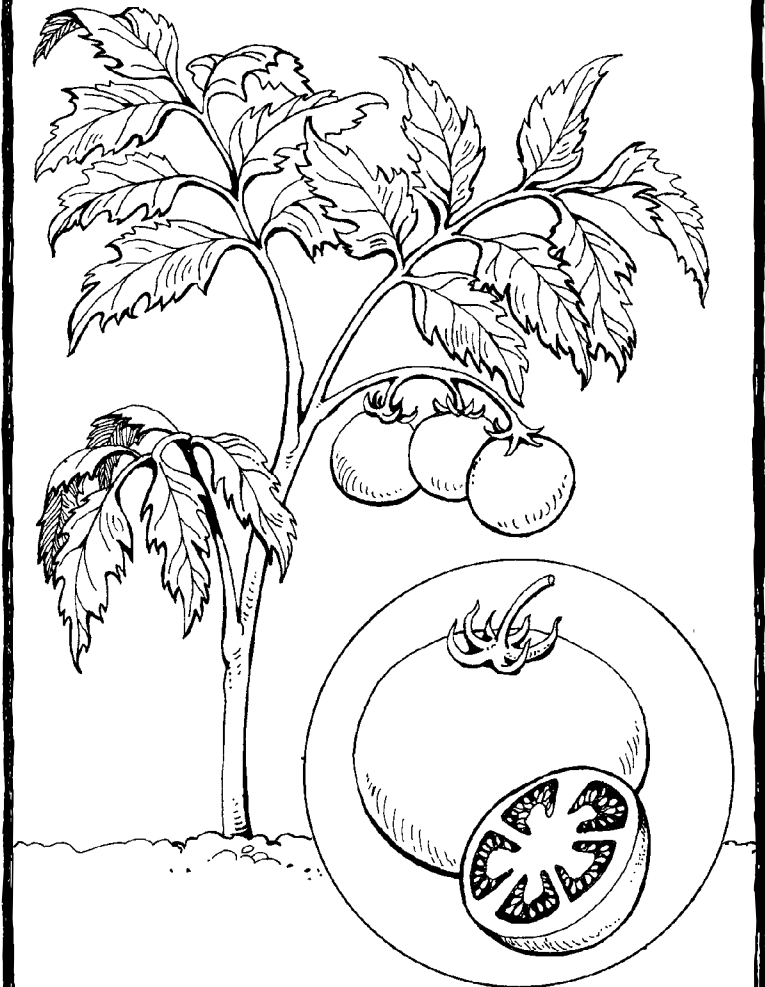



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LEVELED READER • aa

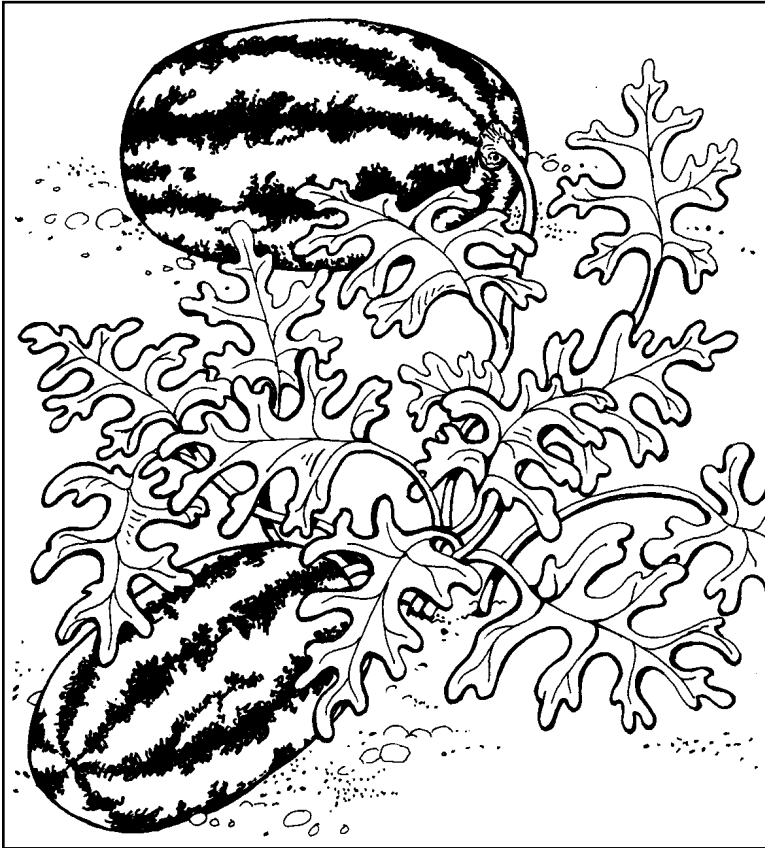
The Garden



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The Garden



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The Garden
Level aa Leveled Reader
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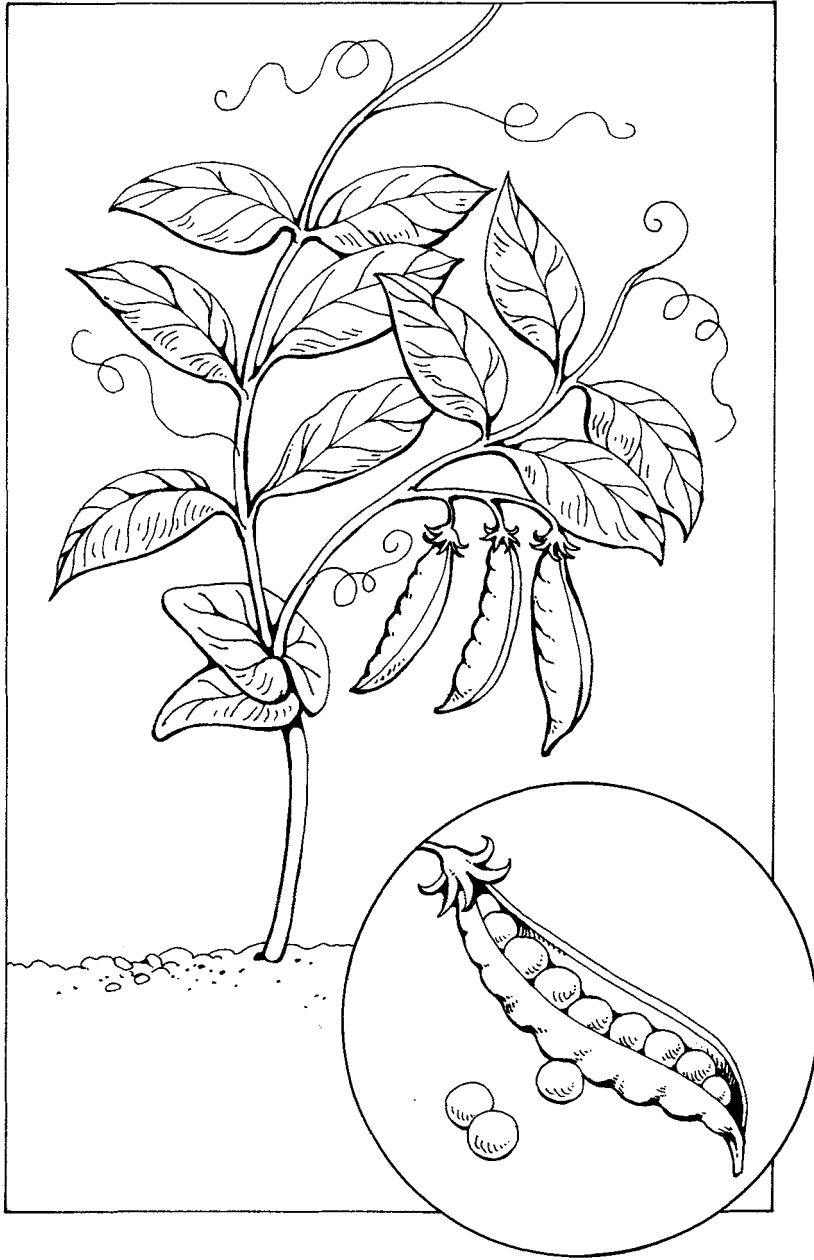
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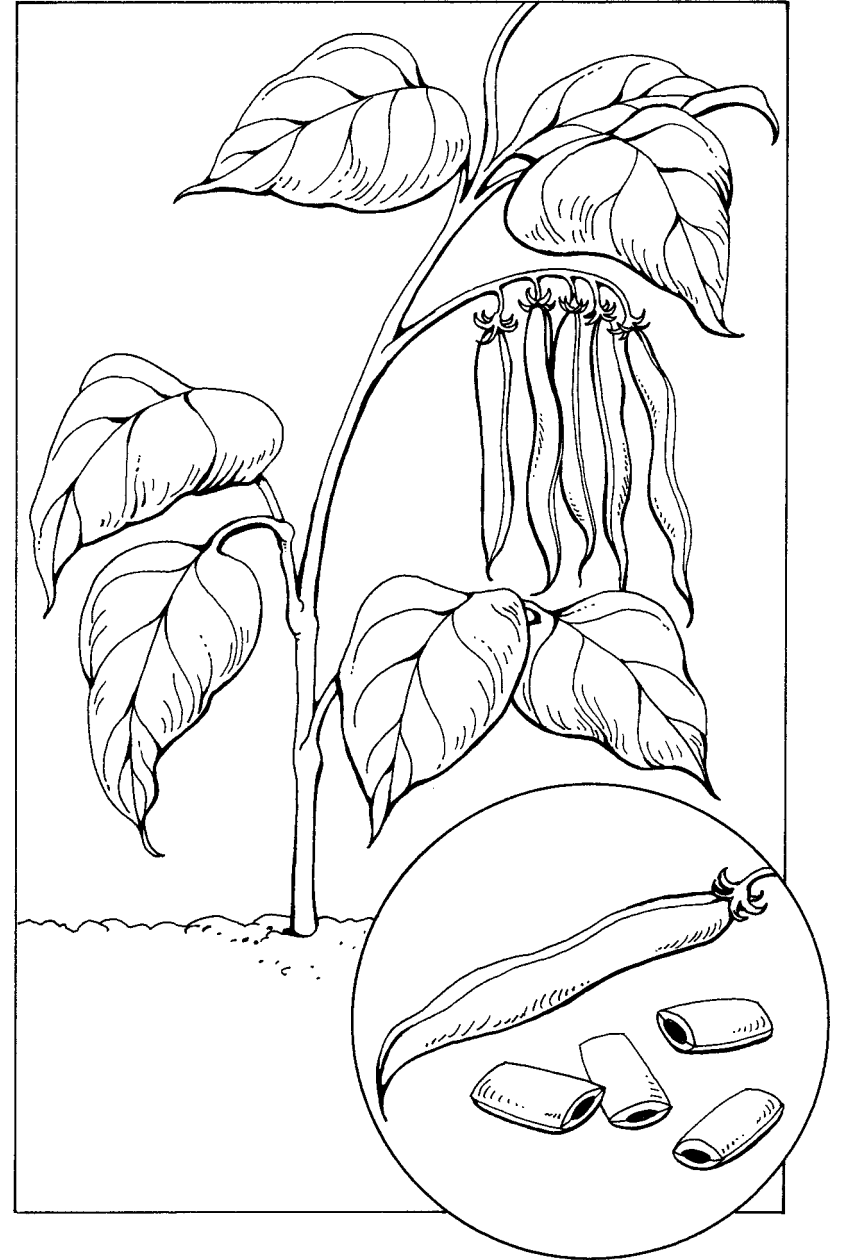
Correlation

LEVEL aa

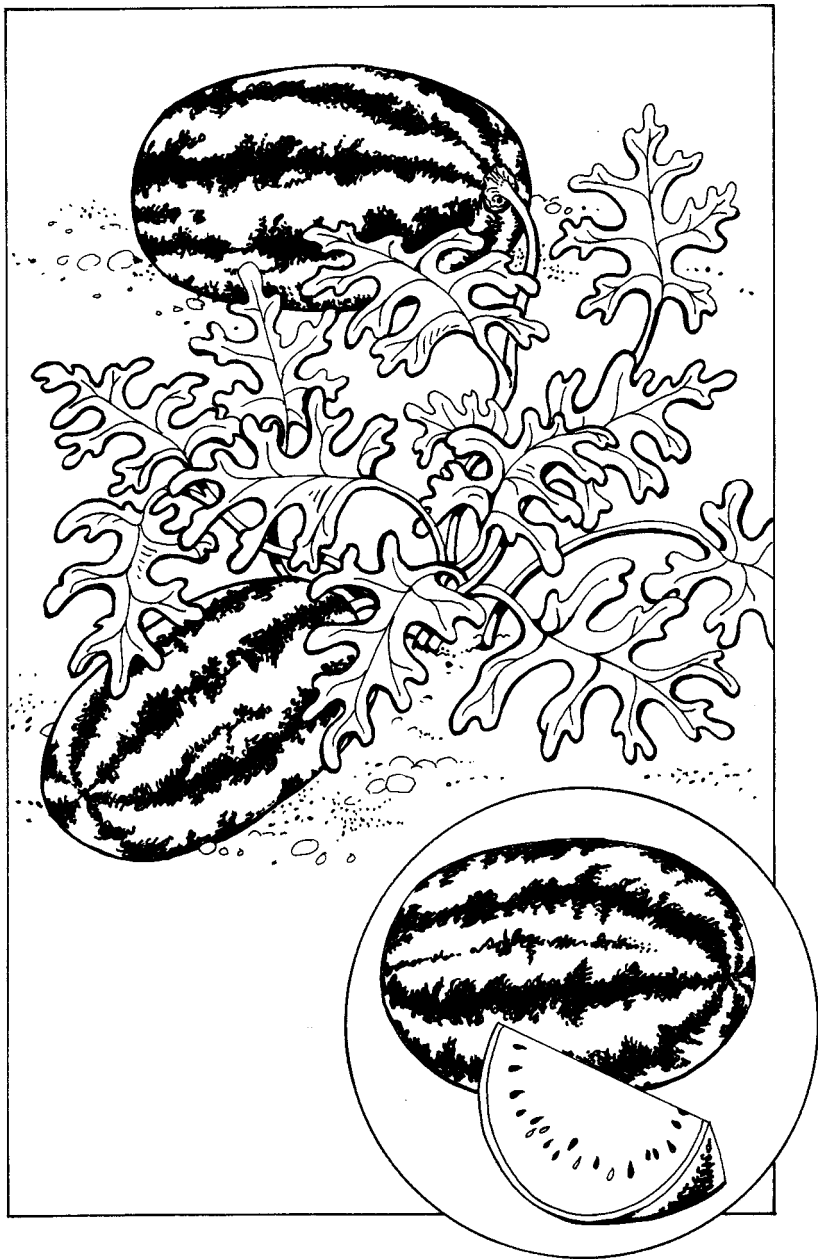
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The peas.



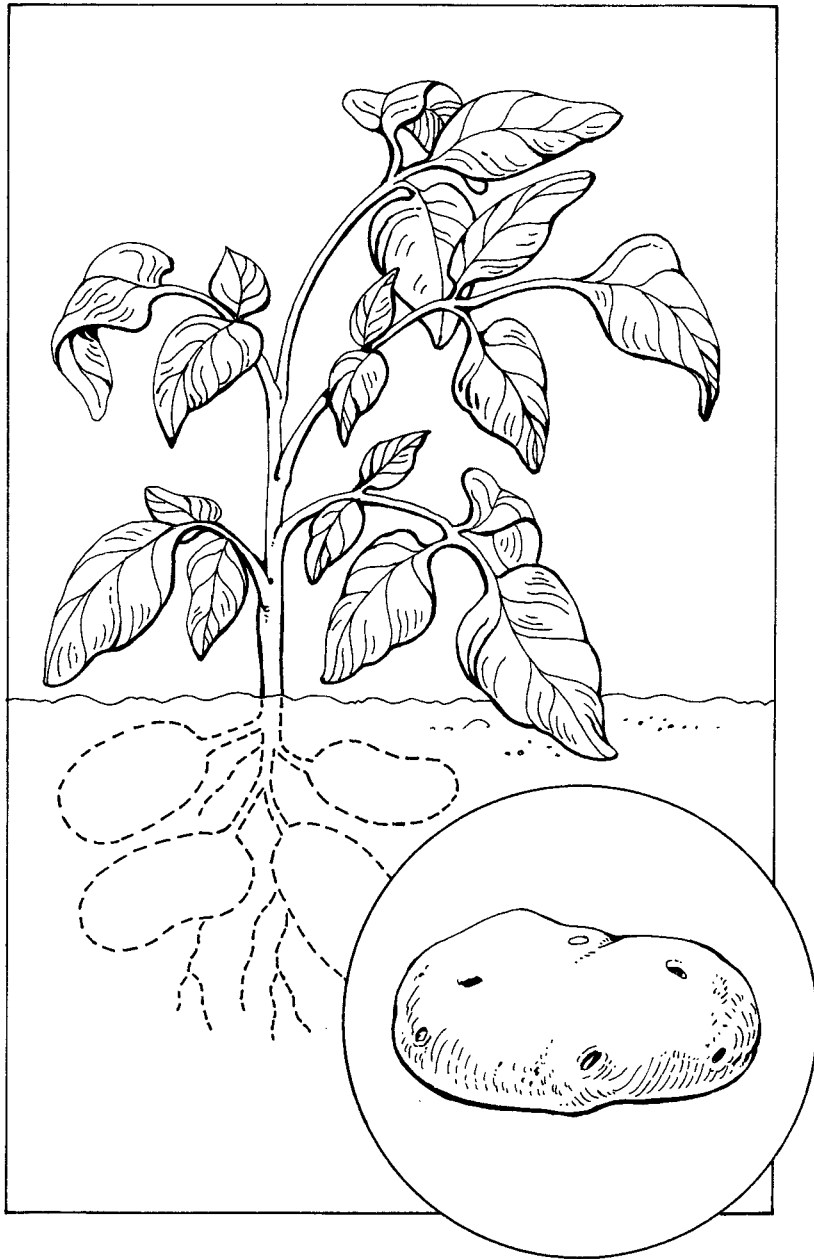
The beans.



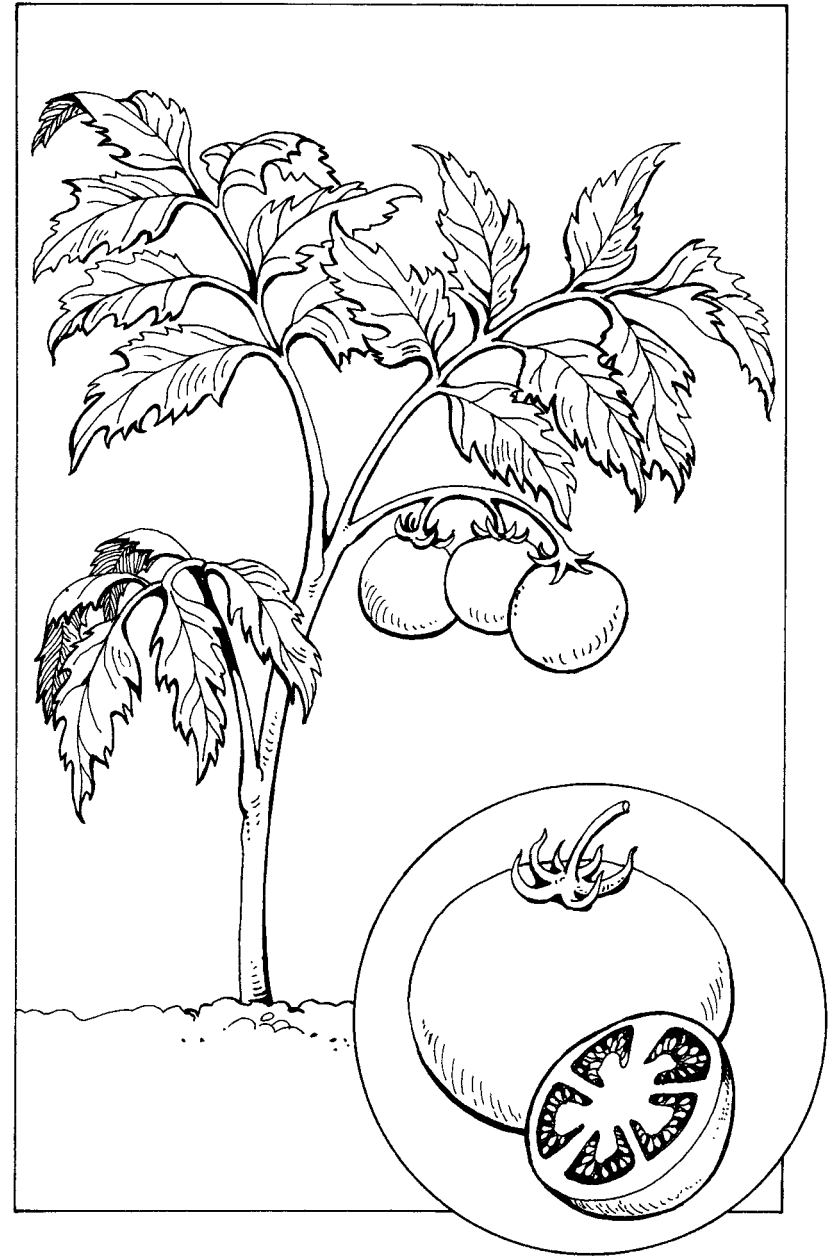
The melons.



The onions.



The potatoes.



The tomatoes.



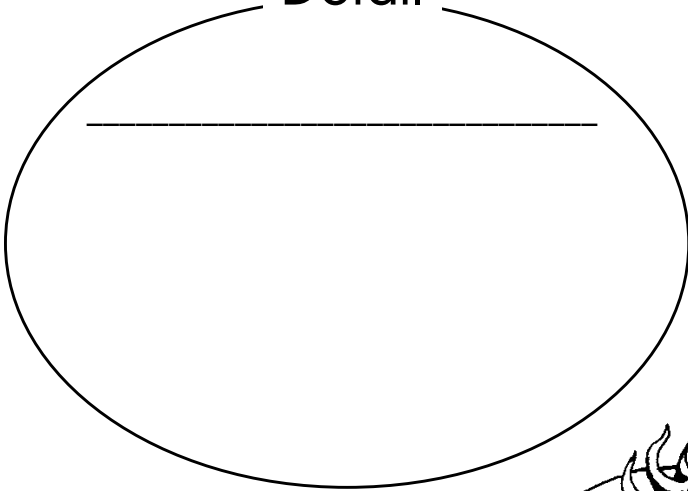
The corn.



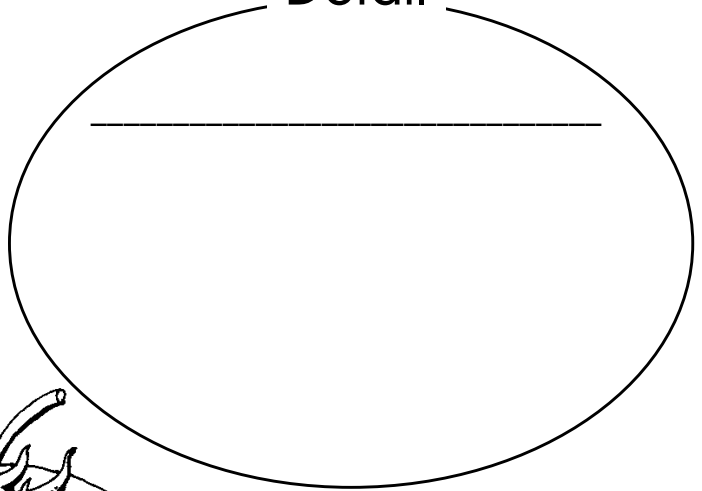
The garden.

Name _____

Detail



Detail



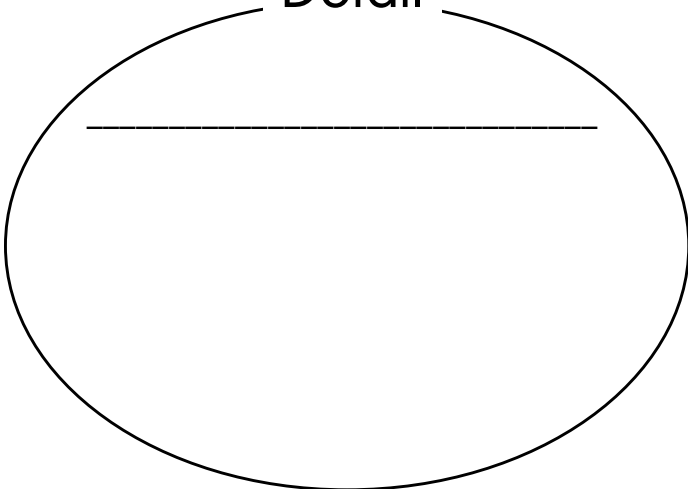
THE GARDEN • LEVEL aa • 1



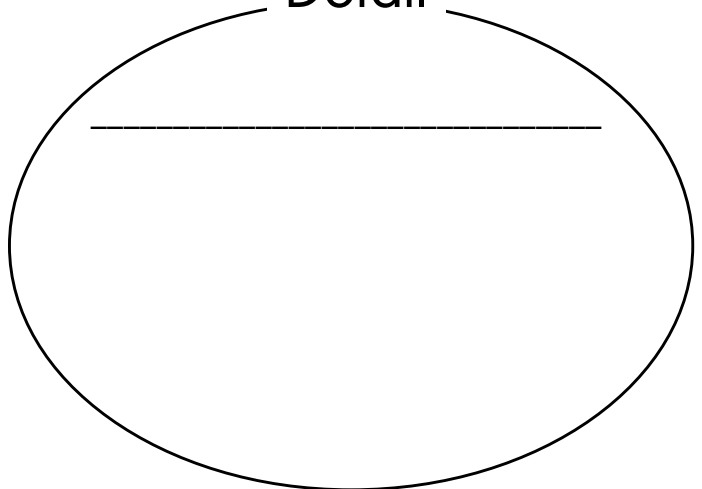
Main Idea

Different kinds of
foods grow in a garden.

Detail



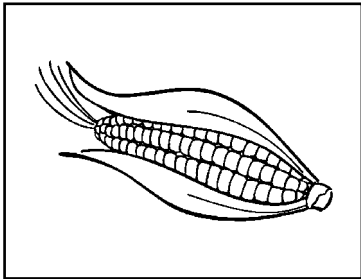
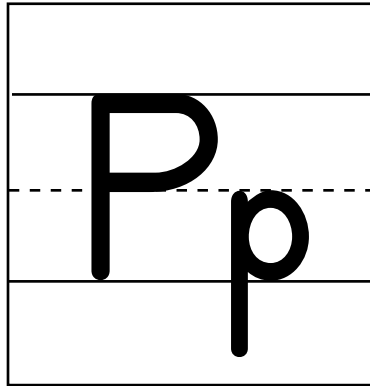
Detail

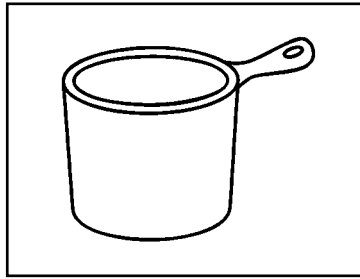


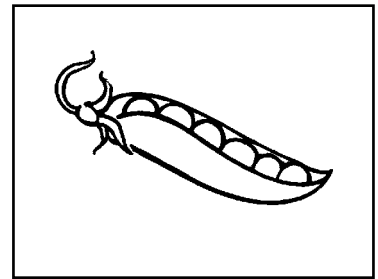
SKILL: MAIN IDEA AND DETAILS

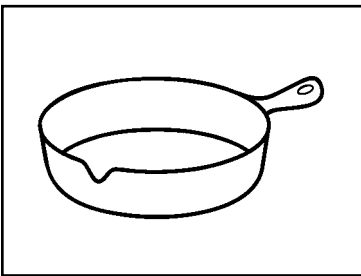
INSTRUCTIONS: Read the main idea with students. Have them draw and write details from the book about the main idea in the spaces. They may use the book to help them write the words.

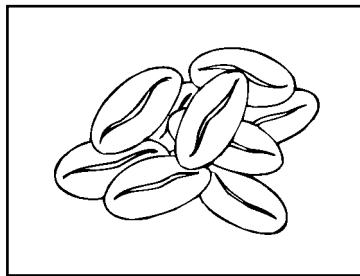
Name _____

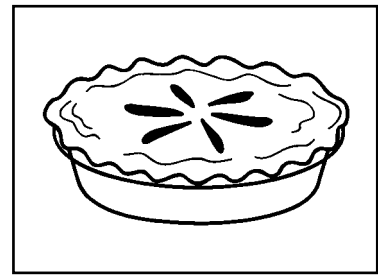








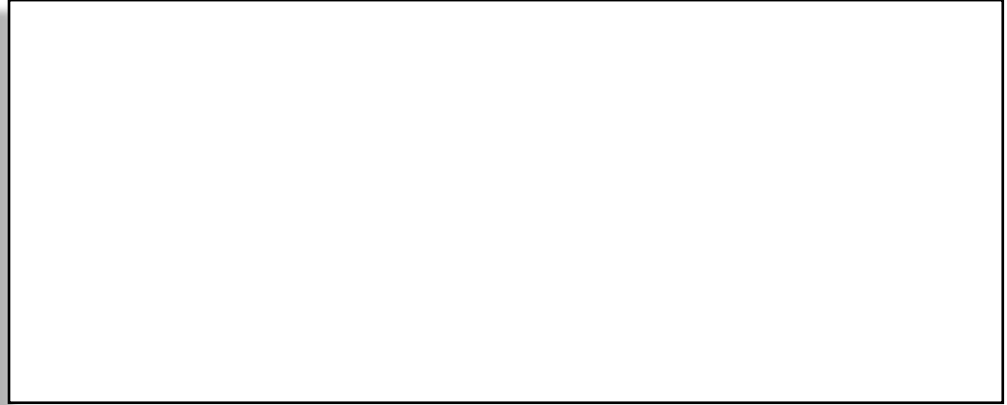




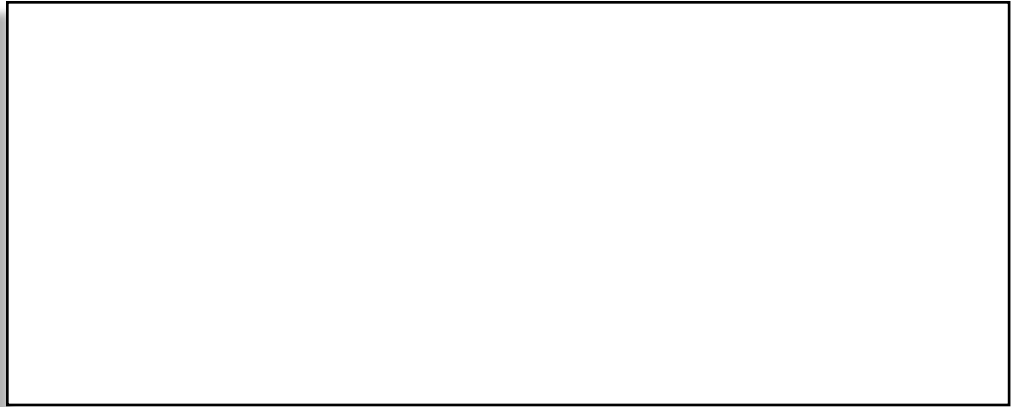
INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the /p/ sound, have students write the upper- and lowercase letters on the line below the picture.

Name _____

The peas are round.



The beans are long.



The potatoes are brown.



INSTRUCTIONS: Read the sentences aloud with students. Have students circle the noun in each sentence and draw a picture of the noun in the box.

Summer Picnics

A Reading A-Z Level aa Leveled Reader

Word Count: 16



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LEVELED READER • aa

Summer Picnics



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Summer Picnics
Level aa Leveled Reader
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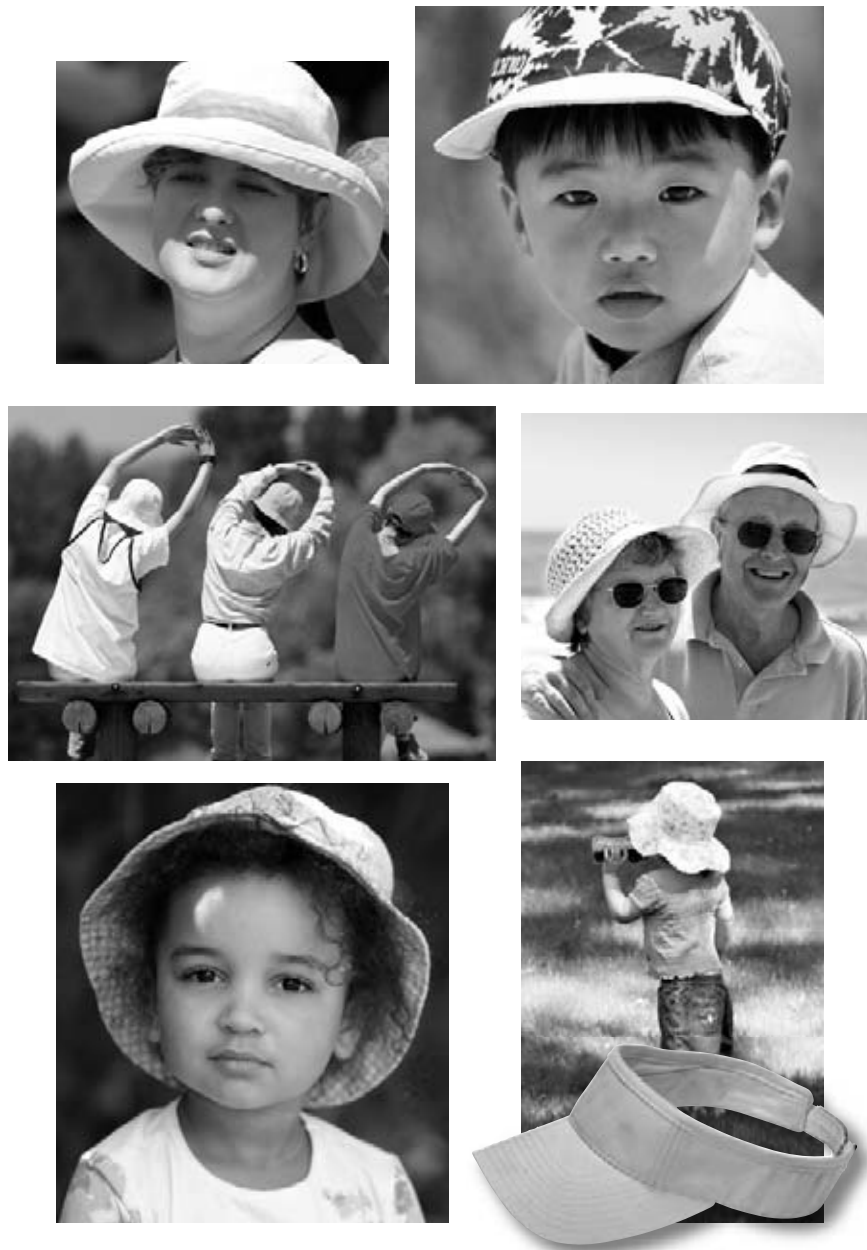
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Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



Summer hats.



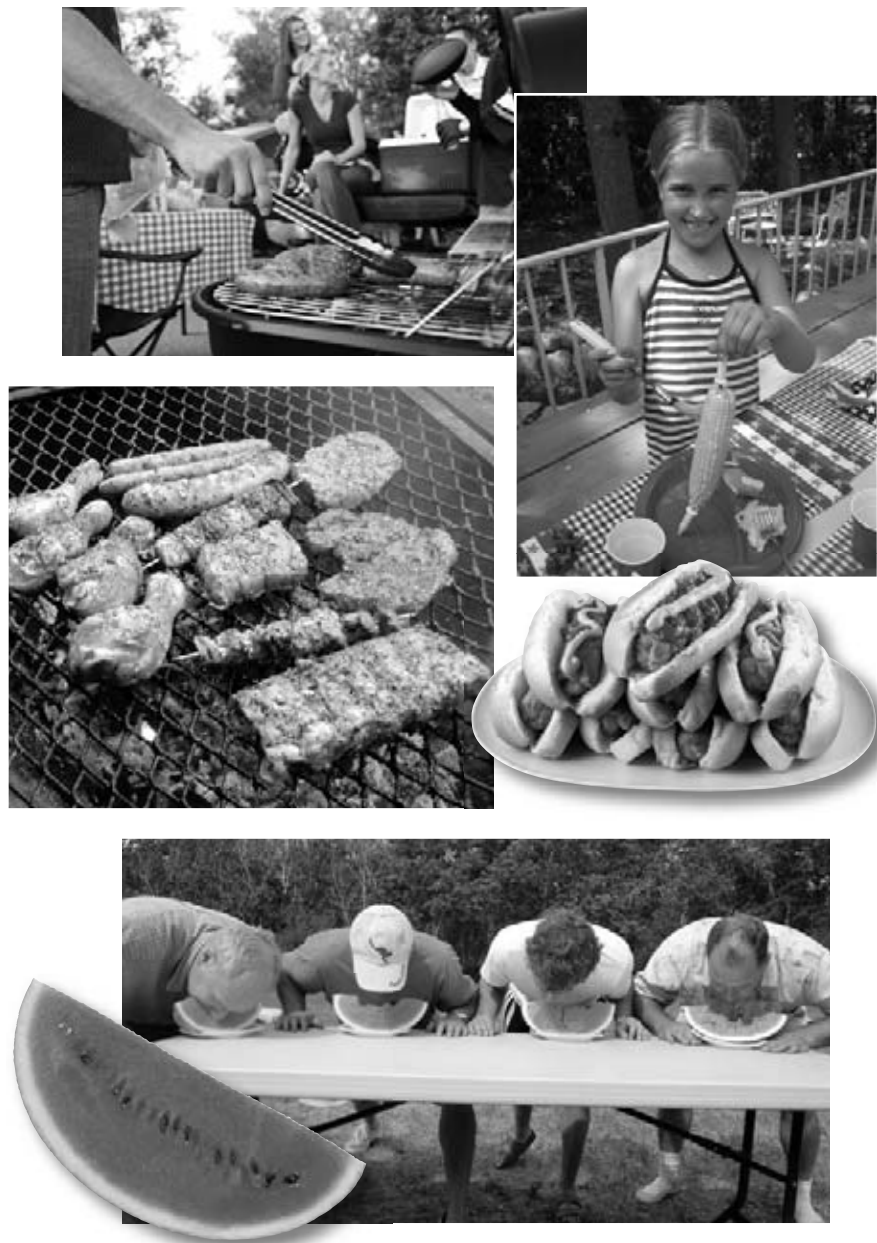
Summer shoes.



Summer cups.



Summer plates.



Summer foods.



Summer sun.

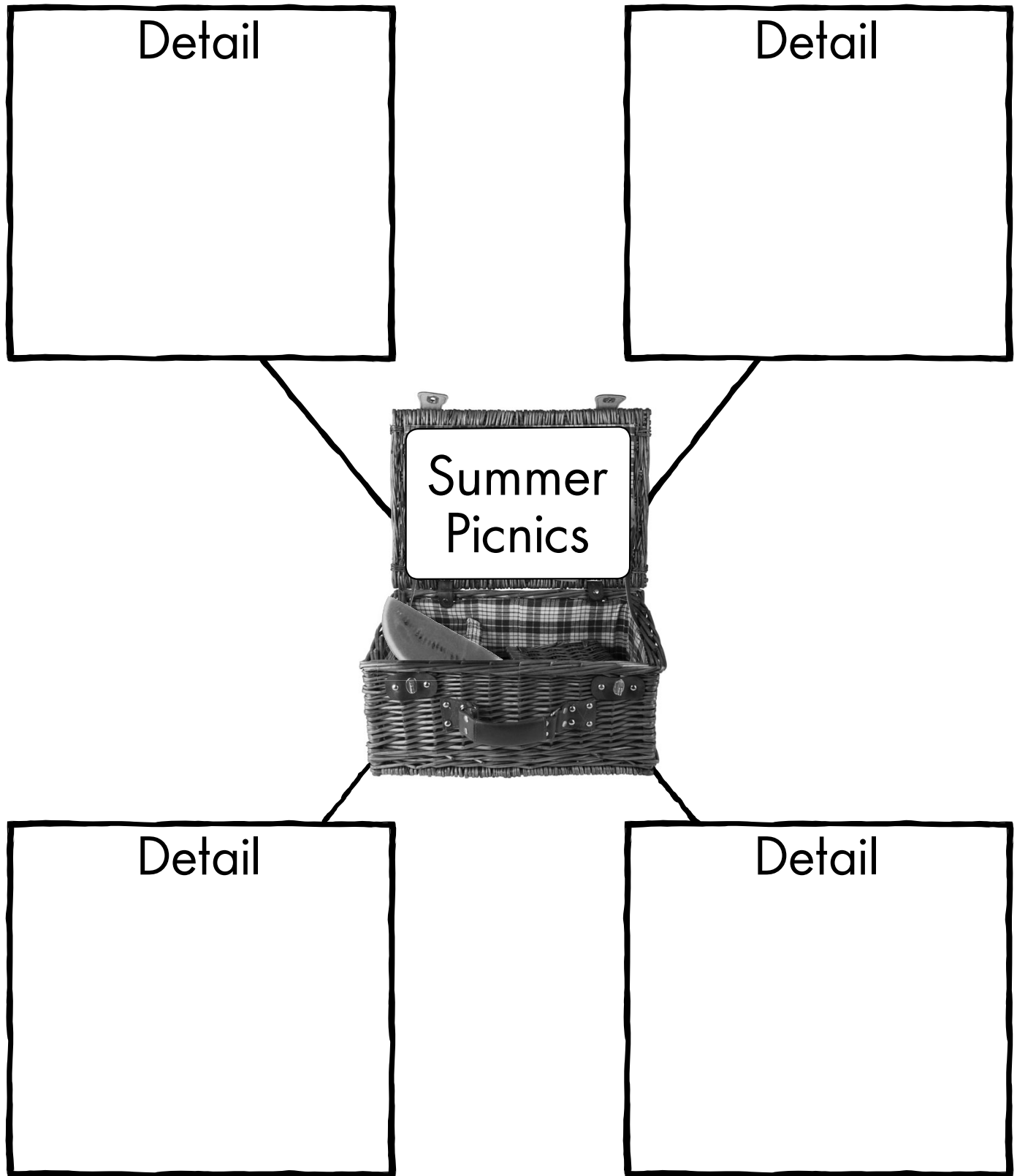


Summer picnics.



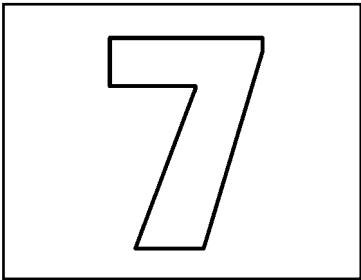
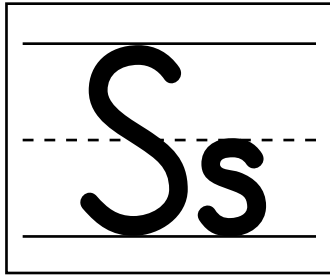
Summer fun.

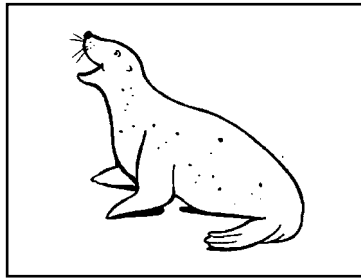
Name _____

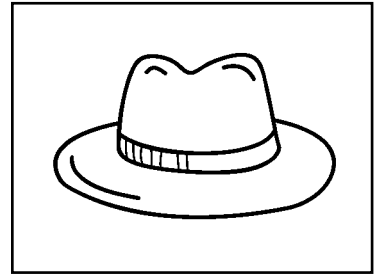


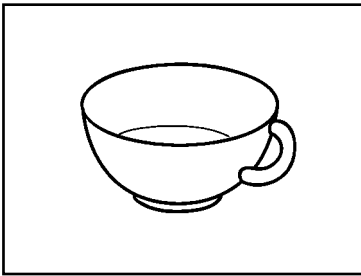
INSTRUCTIONS: Read the main idea with students. Then have them draw and label details from the book in the boxes that support the main idea. Students may use the book to help them write the words.

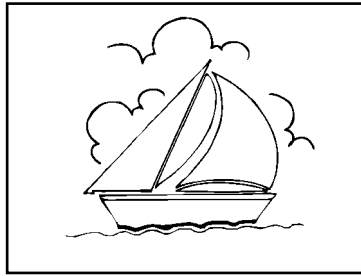
Name _____

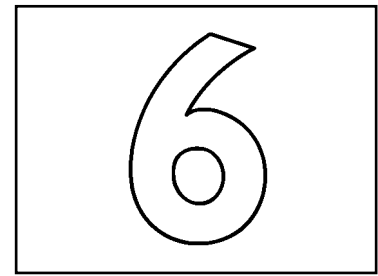












INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the letter Ss, have them write the upper- and lowercase letters on the line below each picture.

Name _____

1. We eat food

2. We see the sun

3. Summer is fun



INSTRUCTIONS: Read the sentences with students. Ask them to rewrite each sentence with a period on the line.

Counting Letters

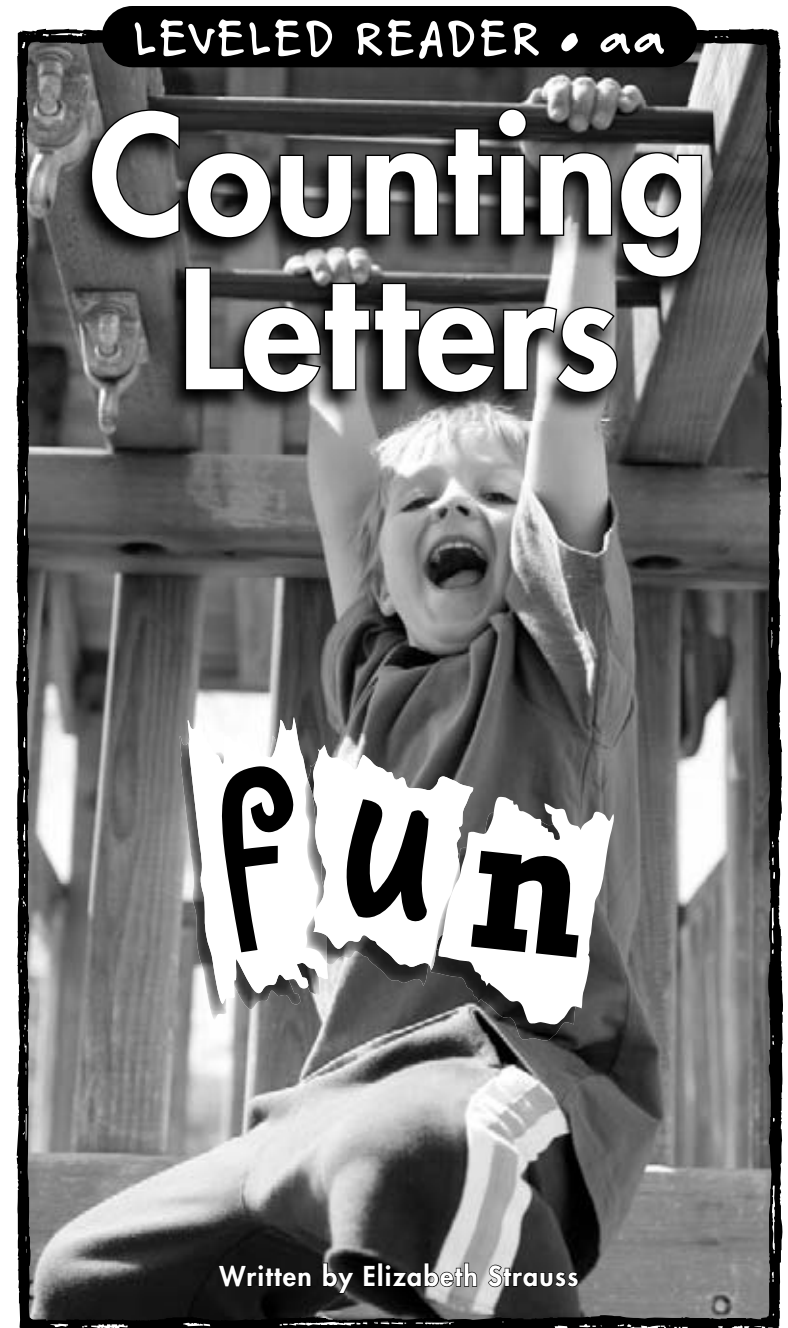
A Reading A-Z Level aa Leveled Reader

Word Count: 17




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Counting Letters



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Counting Letters
Level aa Leveled Reader
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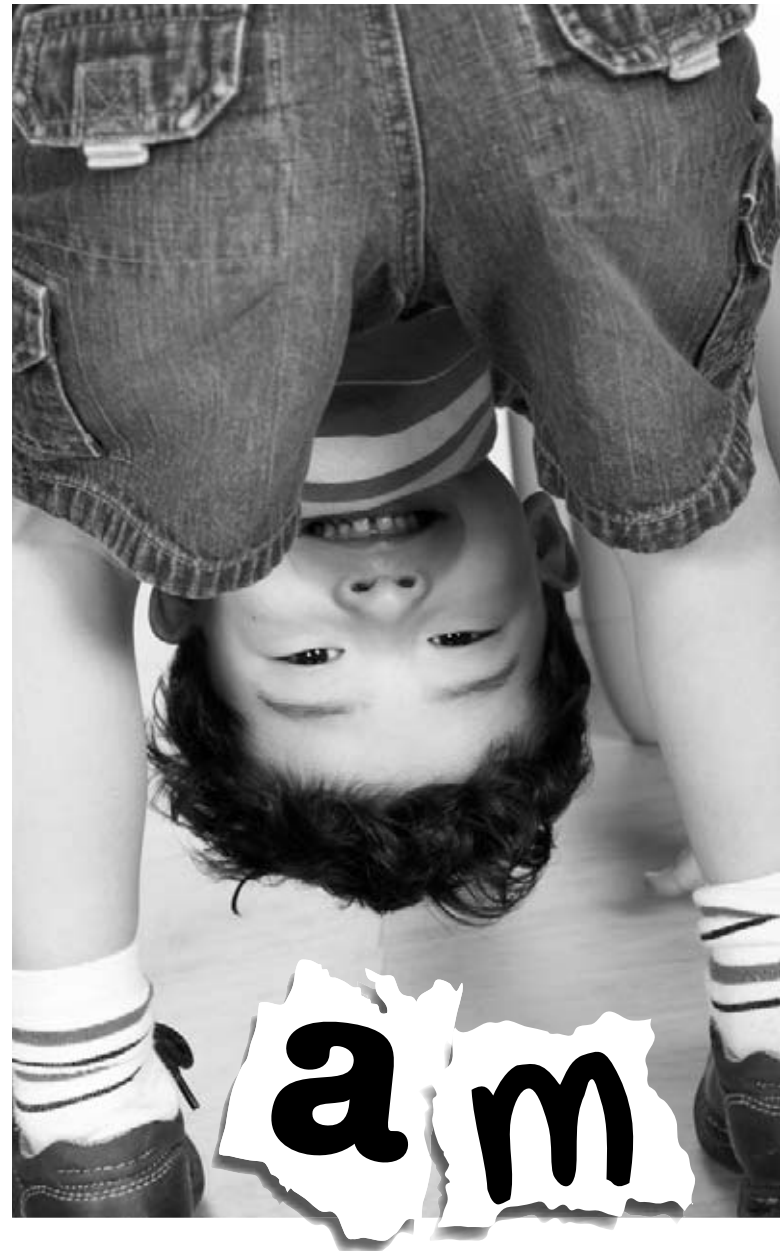
Correlation

LEVEL aa

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



One letter.



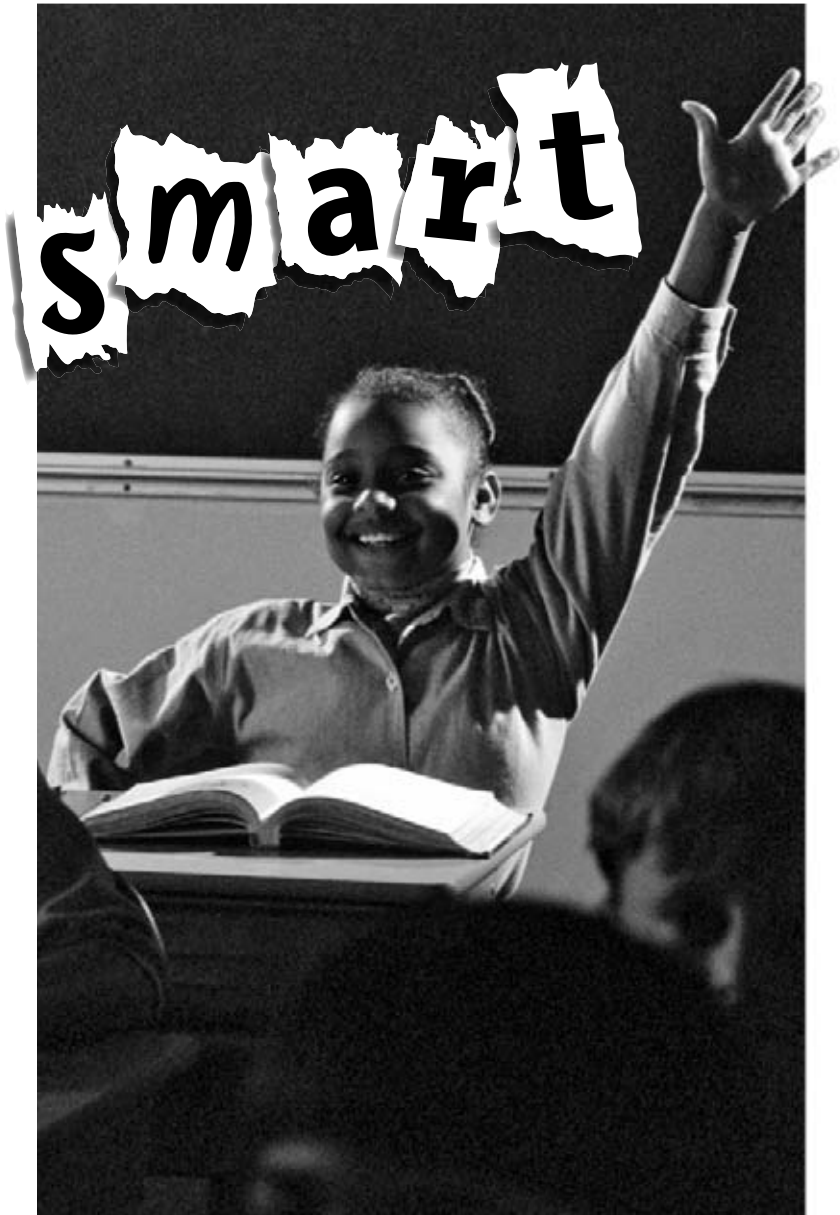
Two letters.



Three letters.



Four letters.



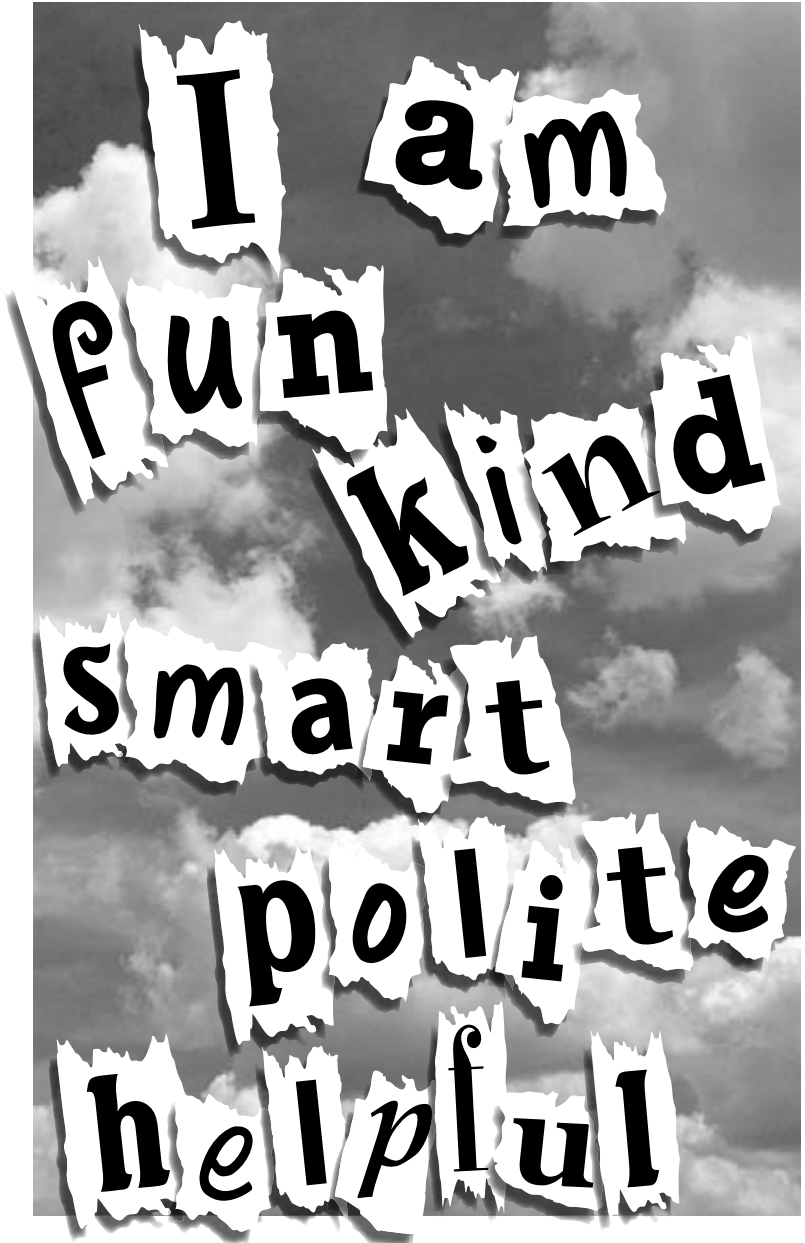
Five letters.



Six letters.



Seven letters.



Seven great words!

Name _____



it

can

be

she

he

you

have

play

INSTRUCTIONS: Cut out these words and use them to demonstrate classifying information during the lesson.

Name _____



one

two

where

I

make

five

am

six

three

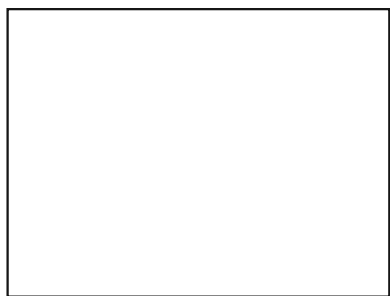
day

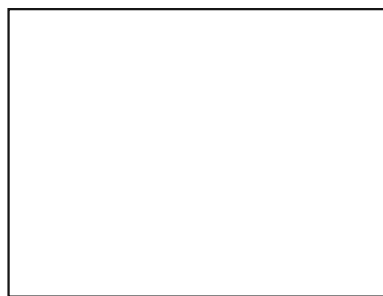
mother

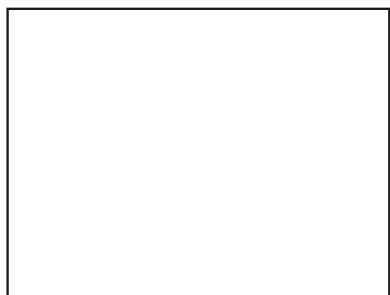
four

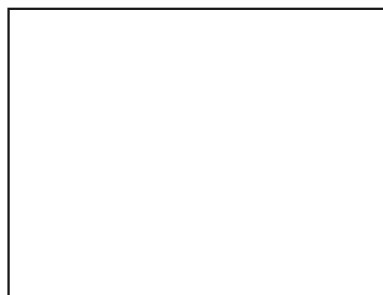
INSTRUCTIONS: Have students cut out the word cards and sort them into groups. Invite students to explain how they sorted the cards.

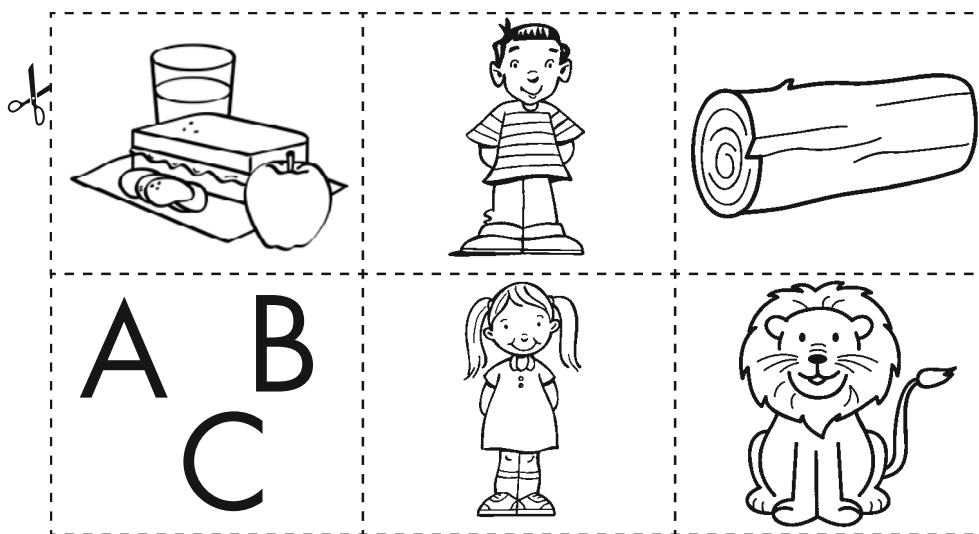
Name _____











INSTRUCTIONS: Have students say the name of each picture and then paste each picture that begins with the // sound in a box at the top of the page. Have them write an upper- and lowercase *L* on the line under each picture.

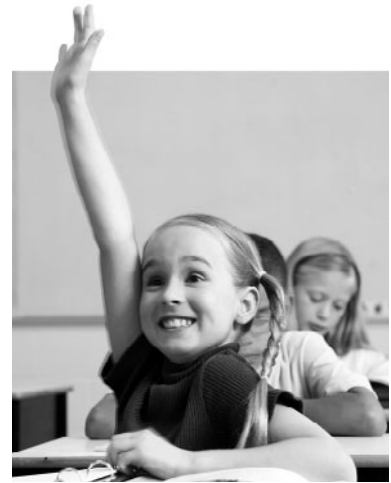
Name _____

1. i am smart.

2. we have fun.

3. he is kind.

4. we count letters.



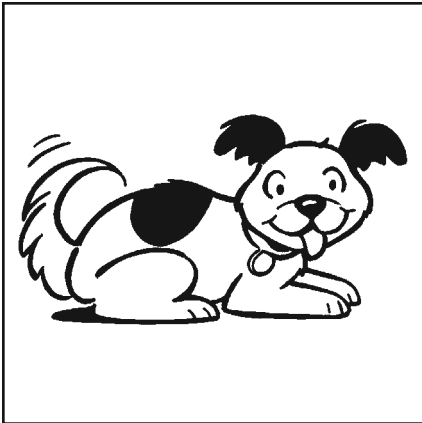
COUNTING LETTERS • LEVEL aa • 4



SKILL: CAPITAL LETTERS

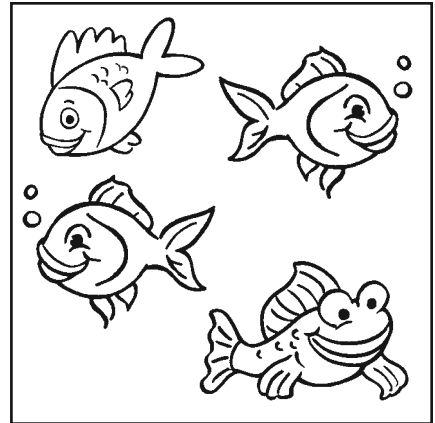
INSTRUCTIONS: Read the sentences aloud with students. Have students write the first word in each sentence using a capital letter on the dashed writing line below it.

Name _____

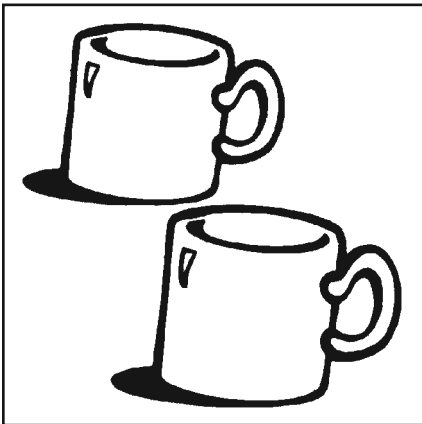


two

five

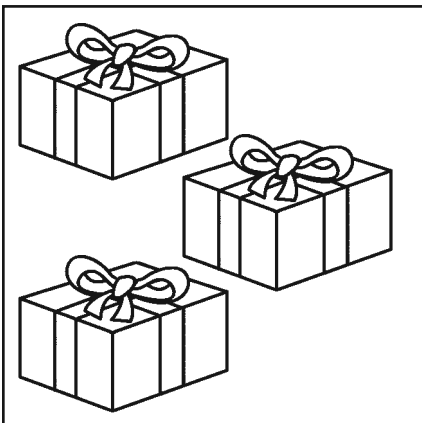
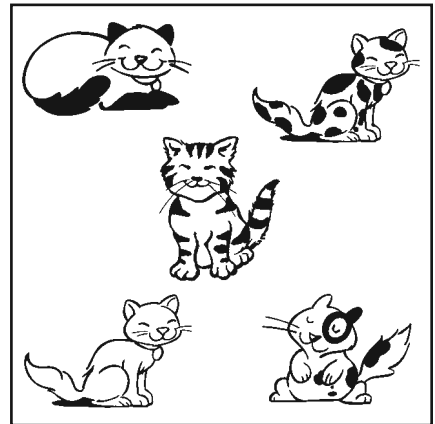


COUNTING LETTERS • LEVEL aa • 5



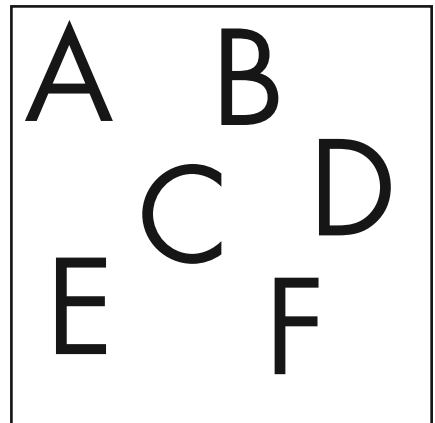
three

four



six

one



SKILL: NUMBER WORDS

INSTRUCTIONS: Have students draw a line from each group of objects to the correct number word.